

Appendix M-1: Year 1 READ 180 Teacher Survey (4 pages)

5. During the 2007–08 school year, how often did you have ALL of the WORKING technological tools (for example, computers, headphones, batteries, software) you needed to successfully teach *READ 180*?
- ☐ Always or almost always (nearly every day) ☐ Rarely (a few times a year)
☐ Frequently (at least once per week) ☐ Never
☐ Occasionally (about a couple of times per month)
6. During the 2007–08 school year, did you have the technical support you needed to successfully teach *READ 180*?
- ☐ Yes ☐ No ☐ I never needed technical support
7. During the 2007–08 school year, did you have enough *READ 180* printed materials for yourself and all of your students?
- ☐ Yes ☐ No
8. Which small-group activity engaged most of your students most successfully during 2007–08?
- ☐ Small-group direct instruction ☐ Independent reading with audiobooks
☐ Use of *READ 180* software ☐ Independent reading with leveled readers
9. During the 2007–08 school year, how often in a typical week were you UNABLE (for whatever reason) to use the suggested *READ 180* lessons for each of the following components?

	<i>Less than once per week</i>	<i>1–2 times per week</i>	<i>3–4 times per week</i>	<i>Almost every day</i>
Whole-group instruction in <i>READ 180</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small-group instruction in <i>READ 180</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student use of <i>READ 180</i> software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student independent reading (with audiobooks or leveled readers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole-group wrap-up lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. If you were NOT able to adhere to the rotation schedule or use ALL of the suggested *READ 180* components almost every day during 2007–08, what prevented your classes' adherence?
(Please select all that apply.)
- ☐ Writing lessons/activities ☐ TCAP preparation and practice
☐ Grammar lessons ☐ School performance indicators
☐ Other (please specify): _____
11. During the 2007–08 school year, did you feel pressure from outside your classroom to set aside any of the *READ 180* rotations to teach any of the following? (Please select all that apply.)
- ☐ Writing lessons/activities ☐ TCAP preparation and practice
☐ Grammar lessons ☐ School performance indicators
☐ Other (please specify): _____

12. If you did feel such pressure during 2007–08, what percent of class time did you **set aside *READ 180*** in order to perform those other tasks? Approximately . . .

☐ 0% to 10%☐ 11% to 25%☐ 26% to 50%☐ More than 50%

13. Which, if any, Scholastic Achievement Manager (SAM) reports did you use during 2007–08?
(Please select all that apply.)

☐ Comprehension skills report☐ Student high-frequency word report☐ Grading report☐ Parent report/letter☐ Skills alert☐ Any administrator report

14. How often did you use SAM and/or rSkills tests for monitoring student progress during 2007–08? Approximately . . .

☐ Once per week☐ Once per quarter☐ Twice per month☐ Never or almost never☐ Once per month

15. Did you administer SRI evaluations at the following times? (Please select all that apply.)

☐ Beginning of the school year (fall 2007)☐ End of the school year (spring 2008)☐ Middle of the school year (winter 2007–08)☐ Other time(s) (please specify): _____

16. If you had a literacy coach at your school, how much help with *READ 180* did you receive from her during 2007–08?

☐ All the help I needed☐ Almost none of the help I needed☐ Most of the help I needed☐ There was no literacy coach at my school☐ Some of the help I needed☐ I didn't really need help

17. What reasons did you use for forming small student groups and what reasons did you use for changing small group assignments during 2007–08? (Please select all that apply.)

☐ Strategic grouping (based on how well students work together or how well they behave together)☐ Lexile grouping (grouping together students of similar reading abilities)☐ Mixed-ability grouping☐ I don't really group the students according to any pattern

18. How often did you change student groupings during the 2007–08 school year?

☐ More than once a week☐ Monthly☐ Weekly☐ Quarterly☐ Twice per month☐ Less than once per quarter or never

19. What is your overall satisfaction with *READ 180* as a reading program for students?

☐ Very satisfied☐ Mostly satisfied☐ Somewhat satisfied☐ Not satisfied at all

20. What is your overall satisfaction with **teaching** *READ 180*?

☐ Very satisfied☐ Mostly satisfied☐ Somewhat satisfied☐ Not satisfied at all

21. What were your greatest challenges in teaching *READ 180* during 2007–08? _____

22. What do you most like about teaching *READ 180*? _____

23. How does *READ 180* compare, in your opinion, with other strategies, materials, or curricula for teaching reading to struggling readers? _____



READ 180 Classroom Observation and Checklist Protocol

Observer: _____

Observation date: ____ / ____ / 2007

School: _____

Teacher: _____

Obs. Start Time: _____ End Time: _____

Grade of the section observed: ☐ 6th ☐ 7th ☐ 8th

of students 15 minutes into the observation: _____

non-African American students _____

(# of boys: _____ # of girls: _____)

For how long did this READ 180 section meet today? ☐ < hour ☐ 60 – 89 min ☐ 90-95 min ☐ 96 min+

* Choose ONE student at random to observe during the entire session	# Min	Was this time allotment accurate?		Notes
		YES	NO	
Whole group instruction	20	<input type="radio"/>	<input type="radio"/>	
Student Rotations				
Small group instruction - with the teacher	20	<input type="radio"/>	<input type="radio"/>	
Instructional software - at the computer	20	<input type="radio"/>	<input type="radio"/>	
Modeled or independent reading - reading audio-book with headphones or a book	20	<input type="radio"/>	<input type="radio"/>	
Whole group "wrap up"	10	<input type="radio"/>	<input type="radio"/>	

Complete after you have interviewed and observed the teacher for an entire session:

THINK ABOUT ALL STUDENTS	Yes	No
1. Room had a space designated for independent reading, small group instruction, whole group instruction, and computer workstations.	<input type="radio"/>	<input type="radio"/>
2. Teacher provided whole group instruction (e.g., teacher modeled reading or shared reading).	<input type="radio"/>	<input type="radio"/>
3. At least 80% of students were actively engaged in whole group instruction.	<input type="radio"/>	<input type="radio"/>
4. Teacher provided small group instruction - interacted with students in small groups, focusing on skills, comprehension, and discussion.	<input type="radio"/>	<input type="radio"/>
5. At least 80% of students were actively engaged in small group teacher-led instruction.	<input type="radio"/>	<input type="radio"/>
6. During small group instruction, students were actively involved in mini-lessons, class discussions, writing activities, reflections, skill practice, or using READ 180 resources.	<input type="radio"/>	<input type="radio"/>
7. Every student had his/her own <i>rBook</i> .	<input type="radio"/>	<input type="radio"/>
8. Not all students had their own <i>rBook</i> , but students shared <i>rBooks</i> and used notebooks to complete <i>rBook</i> tasks.	<input type="radio"/>	<input type="radio"/>
9. At least 80% were actively engaged at the computer.	<input type="radio"/>	<input type="radio"/>
10. At least five computer workstations were fully operational for students.	<input type="radio"/>	<input type="radio"/>
11. At least 80% were actively engaged in modeled or independent reading .	<input type="radio"/>	<input type="radio"/>

Appendix M-2: Year 1 (winter) READ 180 Observation Protocol (3 pages)

12. A poster on the wall listed books for selection.	<input type="radio"/>	<input type="radio"/>
13. Teacher provided whole group “wrap up:” Teacher brings closure to the class, reviewing, reading aloud, building community, sharing, discussing, or reflecting.	<input type="radio"/>	<input type="radio"/>
14. At least 80% of students were actively engaged in wrap up activities.	<input type="radio"/>	<input type="radio"/>
15. Entire class period is arranged according to the <i>READ 180</i> model: 20 min. whole group instruction, three 20-min. rotations (small group instruction, independent reading, individual software instruction), and wrap-up.	<input type="radio"/>	<input type="radio"/>

Please check the statements that are true based on evidence you gathered during your observations on _____ and interviews conducted on _____ (date).

<input type="checkbox"/> Yes <input type="checkbox"/> No	1.	Class schedule includes 90-minute blocks, 5 days a week with 20 minutes of whole-group instruction at the beginning of each class period and 10 minutes of whole-group instruction at the end of each class period.
<input type="checkbox"/> Yes <input type="checkbox"/> No	2.	Class schedule includes three 20-minute rotations, 5 days a week with no more than 5 to 7 students per group.
<input type="checkbox"/> Yes <input type="checkbox"/> No	3.	Sufficient working hardware, computers, headphones and CD players for all students to pass through the rotations each day the class meets.
<input type="checkbox"/> Yes <input type="checkbox"/> No	4.	Adequate sets of <i>READ 180 rBooks</i> , Paperbacks, Audiobooks, and Topic Software.
<input type="checkbox"/> Yes <input type="checkbox"/> No	5.	Adequate training, professional development and technical support to facilitate use of the program model.
<input type="checkbox"/> Yes <input type="checkbox"/> No	6.	Appropriate configurations of furniture and equipment, including: teacher workstation, independent reading area, computer stations, and Whole/Small group instructional areas. The furniture and equipment is arranged for comfort and ease of mobility.
<input type="checkbox"/> Yes <input type="checkbox"/> No	7.	Frequent (at least every 2-3 weeks) teacher use of the Scholastic Achievement Manager (SAM) for tracking and monitoring student progress and reports.
<input type="checkbox"/> Yes <input type="checkbox"/> No	8.	Regular teacher use of <i>READ 180</i> Teacher's Edition and of reproducibles contained in <i>READ 180</i> instructional materials.
<input type="checkbox"/> Yes <input type="checkbox"/> No	9.	Administration of the SRI at the beginning, mid-point, and end of the period of student participation in <i>READ 180</i> .
<input type="checkbox"/> Yes <input type="checkbox"/> No	10.	Student participation in <i>READ 180</i> for at least a year.

of Indicators marked YES above: _____

Appendix M-2: Year 1 (winter) READ 180 Observation Protocol (3 pages)

READ 180 IMPLEMENTATION GRID

Points	0	1	2	3	4	Score
Environment <ul style="list-style-type: none"> Schedule Room arrangement 	Class is completely off-model with no rotations	Class follows a schedule with inconsistent rotations	Class follows some rotations	Class follows whole group, rotations, & wrap-up	Whole-group, rotations, & wrap-up. Clear signal & smooth transitions.	
	No defined areas for small-group, modeled & independent reading, or computers	Partial group areas present	Three areas present for rotations	Three clearly defined areas present for rotations with procedures posted	Three distinct areas present: comfortable reading area, computers with adequate space between workstations, & table for small-group instruction	
Whole-group instruction	No evidence	No student engagement	Activity with little student engagement	Shared reading with student involvement	Shared reading with think-alouds & modeling & use of academic language	
Small-group instruction <ul style="list-style-type: none"> Differentiated instruction Checking for understanding 	No rationale for grouping	Grouping not based on instructional needs; no modification of instruction	Groupings based on instructional needs; no modification of instruction	Groupings based on instructional needs; some success modifying instruction	Groupings based on instructional needs; modification of instruction to meet student needs	
	No evidence of checking for understanding	Limited checking for understanding	Occasional checking for understanding	Clear checking for understanding	Consistent & clear checking for understanding	
Instructional software	No time for instructional software	Instructional software time shortened and/or misused	Instructional software time misused	Instructional software time used for intended purpose, poor student engagement	Instructional software time used for intended purpose, students fully engaged on READ 180 software	
Modeled & independent reading <ul style="list-style-type: none"> Student engagement Reading area 	No evidence	Fake reading	Students reading	Students reading appropriate leveled text	Students reading appropriate leveled text; log entries & quizzes	
	No clear modeled & independent reading area	Modeled & independent reading area, books not leveled	Modeled & independent reading area, with leveled text	Modeled & independent reading area, with leveled text – some direction for selecting books	Modeled & independent reading area, print rich environment posted information about text & Lexiles	
Wrap-up	No wrap-up	Clean-up only	Teacher & students review learning	Teacher & students review skills and/or content learned	Teacher & students connect skills and/or content learned with stated outcomes & to other content area or classes	
Use of data	No use of data	Limited evidence of use of data	Some use of data to group students	Use of data to group students & some differentiation of instruction	Consistent use of data to group students & differentiate instruction	

READ 180 Classroom Observation Protocol

Observer: _____ Observation date: _____

School: _____ Teacher: _____

Official class start time: _____ **Official** class end time: _____

Grade observed: ☐ 6th ☐ 7th ☐ 8th

Observation start time: _____ **Observation** end time: _____

Number of students **15 minutes into** observation: _____ Number of boys: _____

Number of **non**-African-American students: _____ Number of girls: _____

Whole-group instruction:

1. Did the teacher provide whole-group instruction?	<input type="checkbox"/> yes <input type="checkbox"/> no
2. Did the teacher use identifiable <i>READ 180</i> materials or lessons?	<input type="checkbox"/> yes <input type="checkbox"/> no
3. What was the level of engagement?	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high
4. Did the teacher use any of the following activities? (check all that apply, then in the space below, list any modeled reading strategies that you recognize.)	<input type="checkbox"/> shared reading <input type="checkbox"/> think-alouds <input type="checkbox"/> modeling of reading strategies
5. How long (in minutes) was the whole-group portion of the class?	_____ minutes
6. Briefly describe what occurred during whole-group instruction.	<div></div> <div></div> <div></div>

Overall student rotations (answer these questions by observing all small groups):

7. Did students separate into small groups?	<input type="checkbox"/> yes <input type="checkbox"/> no																
8. How many students were in each group?	Group A: _____ Group B: _____ Group C: _____																
10. Did the teacher and students use identifiable <i>READ 180</i> materials or lessons?	computer use <input type="checkbox"/> yes <input type="checkbox"/> no independent reading <input type="checkbox"/> yes <input type="checkbox"/> no small-group instruction <input type="checkbox"/> yes <input type="checkbox"/> no																
11. How long (in minutes) was each rotation?	Rotation 1: _____ minutes Rotation 2: _____ minutes Rotation 3: _____ minutes																
12. What were the levels of engagement? (If a small group did not participate in one or more rotations, please draw a line through the corresponding "low – mixed – high" space/s.)																	
	<table border="1"> <thead> <tr> <th></th> <th>Group A</th> <th>Group B</th> <th>Group C</th> </tr> </thead> <tbody> <tr> <td>computer use</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> </tr> <tr> <td>independent reading</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> </tr> <tr> <td>small-group instruction</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> <td><input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high</td> </tr> </tbody> </table>		Group A	Group B	Group C	computer use	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	independent reading	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	small-group instruction	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high
	Group A	Group B	Group C														
computer use	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high														
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small-group instruction	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high	<input type="checkbox"/> low <input type="checkbox"/> mixed <input type="checkbox"/> high														

Small-group rotations (answer these questions according to the one group you followed in detail):

Small-group instruction rotation

13. Did the teacher provide small-group instruction?		<input type="checkbox"/> yes <input type="checkbox"/> no	
13a. Did the teacher and/or lesson specifically address any of the following <u>reading strategies</u> ?	<input type="checkbox"/> summarizing <input type="checkbox"/> predicting <input type="checkbox"/> responsive writing <input type="checkbox"/> student-generated questions <input type="checkbox"/> other _____	13b. Did the teacher and/or lesson specifically address any of the following <u>reading domains</u> ?	<input type="checkbox"/> fluency <input type="checkbox"/> vocabulary <input type="checkbox"/> comprehension <input type="checkbox"/> phonics
14. Did the students use <i>rBooks</i> ?		<input type="checkbox"/> yes <input type="checkbox"/> no	
15. Did the students use other books or worksheets?		<input type="checkbox"/> yes <input type="checkbox"/> no	
15a. If yes, please describe what other materials the students used (provide as much information as possible, e.g., author, title, series, publisher): _____ _____ _____			
16. Briefly describe what occurred during the small-group instruction rotation. _____ _____ _____			

Independent reading rotation

17. Did the students read and/or listen to Scholastic's <i>READ 180</i> books and/or audiobooks?		<input type="checkbox"/> yes <input type="checkbox"/> no
18. Did the students read other independent reading materials?		<input type="checkbox"/> yes <input type="checkbox"/> no
19. If the students read other materials, please describe those, including title and author whenever possible. _____ _____ _____		
20. Briefly describe what occurred during the independent reading rotation. _____ _____ _____		

Computer workstations rotation

21. Did all students present have access to a working computer for the majority of their computer rotation?		<input type="checkbox"/> yes <input type="checkbox"/> no
22. Did students seem to understand how to complete the <i>READ 180</i> lessons on the computer?		<input type="checkbox"/> yes <input type="checkbox"/> no
23. Briefly describe what occurred during the computer workstations rotation. _____ _____ _____		

Appendix M-3: Year 1 (spring) and Year 2 RBS READ 180 Observation Protocol (4 pages)

Whole-group wrap-up:

24. Did the teacher use identifiable *READ 180* materials or lessons? ☐ yes ☐ no
25. What was the level of engagement? ☐ low ☐ mixed ☐ high
26. How long (in minutes) was whole-group wrap-up? _____ minutes
27. Which of the following features did the teacher lead or expect during wrap-up? (check all that apply)
- ☐ clean-up
 - ☐ “exit ticket” related to classwork
 - ☐ review of class objectives or lesson
 - ☐ connection of lesson with other content area or previous classes
28. Briefly describe what occurred during whole-group wrap-up.
- _____
- _____
- _____

Questions to ask the teacher immediately after the observation:

29. How many students were absent today? _____
30. Do your students typically use *rBooks*? ☐ yes ☐ no
- If the answer to #30 was “yes,” ask the following:*
31. What *rBook* Workshop number is this class working on? _____
- If there was personal audio equipment (CD or cassette players, headphones, etc.) available, but no students used it, ask the following:*
32. Do the CD players and headphones for “books-on-CD” guided reading work properly? ☐ all ☐ some ☐ none
33. Is there anything in particular you would like me to know about this class session or these students?
- _____
- _____
- _____

Questions for the observer to answer immediately after the observation:

34. What was the length of time students were expected to be working during the observed *READ 180* section (i.e., length of class time minus all of the following that occurred: time for arrival, getting ready or lining up for dismissal, or other events that took up class time)?
- ☐ less than 60 minutes
 - ☐ 60 to 80 minutes
 - ☐ 81 to 87 minutes
 - ☐ 88 to 95 minutes
 - ☐ 96 or more minutes
35. Did the classroom have designated spaces for whole-group and small-group instruction, independent reading, and computer workstations (i.e., spaces that were made distinct by signs or furniture arrangement)? ☐ yes ☐ no

Questions for the observer to answer immediately after the observation, contd.:

- | | | |
|---|---|-----------------------------|
| 36. Did at least five of the computers appear to work? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 37. Did students have access to personal audio materials (e.g., tape players, CD players, or additional computers for playing audiobooks; headphones) during independent reading? | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 38. Did students seem to have a clear idea of what was expected of them during rotations (e.g., students went to rotation “centers” as if accustomed; students easily identified what books they were reading or what computer lessons they were on; students expected guidance from the teacher during small-group instruction)? | computer use <input type="checkbox"/> yes <input type="checkbox"/> no
independent reading <input type="checkbox"/> yes <input type="checkbox"/> no
small-group instruction <input type="checkbox"/> yes <input type="checkbox"/> no | |

Additional Notes:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix M-4: Equations and Notes for Year 1 Observation Ratings (1 page)

READ 180 Implementation Calculation Notes

February observations (scale score calculations are in R180-Feb07Obs_Scoring.spv in Abt Summer folder)

Overall

Used Implementation Grid only

too much missing info or not detailed enough info in rest of protocol (e.g., yes/no on “Was time allotment accurate?”

Points awarded: possible total = 40

Environment: schedule, Environment: room arrangement, Whole-group instruction (x2), Small-group instruction: checking for understanding, Use of Scholastic books, Instructional software (x2), Modeled & independent reading: student engagement, Wrap-up.

Scale: 31-40, 3; 21-30, 2; 11-20, 1; 0-10, 0

May observations

Time scales

For 20-minute intervals: 17–23 = 3 | 14–16.9, 23.1–26 = 2 | 10–13.9, 26.1–35 = 1 | all else = 0

For 10-minute (wrap-up) interval: 7–13 = 4 | 4–6.9, 13.1–16 = 2 | all else = 0

Scale scores for overall time: $((\text{WG time} \times 2) + (\text{SG time} \times 2) + \text{WU}) / 5$

Some hand-adjusting when classes clearly lasted longer than 90 minutes and teacher broke time up proportionately similar to R180 model (e.g., WGI avg.=30, SGI avg.=30, WU avg.=7: I awarded a 4 here even though computed score was 2.4).

Overall observation scale calculation

Wrap-up instruction hand-adjusted to 0 or 1 based on whether instruction included instructional content (i.e., was more than just clean-up).

Item			Weight
WGI	Whole-group instruction * Whole-group engagement	3	2
SGI	Small-group instruction * Small-group engagement	3	2
CR	Computer: ind. Workstations * Computer engagement	3	2
IR	Individual reading engagement	3	1
WU	Wrap-up instruction * Wrap-up engagement	3	1
Resources (average)	rBooks, R180 software, IR books * 3 Number of students in class * 3 Appropriate furniture & layout * 3 Time scale (possible 3 points)	3	2

Results were calculated using above rubric; scale was determined by inspecting scatterplot of results. Scale:

Appendix M-5: Equations and Notes for Year 2 Observation Ratings (1 page)

Data was gathered from RBS, MCS, and Scholastic protocols on the 15 topics listed in the body of the report. Subsequently, information from the different components was combined as follows.

<u>Component</u>	<u>Weight</u>
SG: Small-group rotation (2 items)	4 units
CR: Computer rotation (3 items)	4 units
WGI: Whole-group instruction, including wrap-up (4 items)	3 units
Base (including classroom space and layout, number of students enrolled, timing, and class atmosphere; 4 items)	2 units
IR: Independent reading rotation (1 item)	1 unit

To calculate the weighted component ratings, the following equations were used

$$\text{Base} = (\text{total of scores on 4 items}) / 2$$

$$\text{WGI} = (\text{total of scores on 4 items}) * .75$$

$$\text{SG} = (\text{total of scores on 2 items}) * 2$$

$$\text{CR} = (\text{total of scores on 3 items}) / .75$$

$$\text{IR} = (\text{score on one item})$$

The overall observation rating was calculated by totaling the weighted scores for the above five components of *READ 180*. The total possible points was 56, which was divided by 14 (total number of items used). This resulted in a number between 0 and 4, which was used as the classroom observation score.

Table M-6a: Analysis of Sample Size for Immediate Year 2 Impact of *READ 180* –Grade 6 and Long-Term (Two-Year) Impact Year 2 of *READ 180* (stayers)

	TCAP								ITBS					
	Reading/LA		Mathematics		Science		Soc. Studies		Total Reading		Comprehension		Vocabulary	
	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt
Total in ITT Group	608	905	608	905	608	905	608	905	608	905	608	905	608	905
(A) Valid outcome measure obtained	594	889	594	889	594	887	590	878	505	743	505	753	511	754
Valid outcome measure not obtained:	14	16	14	16	14	18	18	27	103	162	103	152	7	151
Student left before TCAP/ITBS	4	9	4	9	4	9	4	9	29	41	29	41	29	41
Absent	0	0	0	0	0	0	0	0	55	78	55	78	55	78
Enrolled, but no TCAP score	6	3	6	3	6	3	6	3	0	0	0	0	0	0
Non-consent	0	0	0	0	0	0	0	0	11	14	11	14	11	14
Late add	0	0	0	0	0	0	0	0	1	3	1	3	1	3
Other reason	4	4	4	4	4	6	7	15	7	26	7	16	1	15
(B) Valid pretest measure obtained ^a	608	904	607	904	598	882	599	881	552	836	552	839	558	841
Valid pretest measure not obtained:	0	1	1	1	10	23	9	24	56	67	56	64	50	62
Unknown	0	1	1	1	10	23	9	24	56	67	56	64	50	62
(C) Demographic Characteristics Obtained	608	905	608	905	608	905	608	905	608	905	608	905	608	905
Total with (A), (B), and (C) ^b	594	888	593	888	584	865	582	854	464	693	464	704	476	706

^a For each outcome measure (e.g., TCAP Reading/LA, the same type of pretest measure was used as a covariate, i.e., TCAP Reading/LA)

^b The numbers shown in this row indicate the number of records that were used in the impact models.

Table M-6b: Analysis of Sample Size for Immediate Year 2 Impact of *READ 180* –Grade 6

	TCAP								ITBS					
	Reading/LA		Mathematics		Science		Soc. Studies		Total Reading		Comprehension		Vocabulary	
	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt
Total in ITT Group	289	404	289	404	289	404	289	404	289	404	289	404	289	404
(A) Valid outcome measure obtained	278	391	278	391	278	391	277	385	234	324	234	327	235	328
Valid outcome measure not obtained:	11	13	11	13	11	13	12	19	55	80	55	77	54	76
Student left before TCAP/ITBS	4	9	4	9	4	9	4	9	29	41	29	41	29	41
Absent	0	0	0	0	0	0	0	0	21	24	21	24	21	24
Enrolled, but no TCAP score	4	2	4	2	4	2	4	2	0	0	0	0	0	0
Non-consent	0	0	0	0	0	0	0	0	4	5	4	5	4	5
Late add	0	0	0	0	0	0	0	0	0	3	0	3	0	3
Other reason	3	2	3	2	3	2	4	8	1	7	1	4	0	3
(B) Valid pretest measure obtained ^a	289	403	289	403	283	400	283	399	247	364	247	365	252	365
Valid pretest measure not obtained:	0	1	0	1	6	4	6	5	42	40	42	39	37	39
Unknown	0	1	0	1	6	4	6	5	42	40	42	39	37	39
(C) Demographic Characteristics Obtained	289	404	289	404	289	404	289	404	289	404	289	404	289	404
Total with (A), (B), and (C) ^b	278	390	278	390	272	387	272	380	204	295	204	299	210	299

^a For each outcome measure (e.g., TCAP Reading/LA, the same type of pretest measure was used as a covariate, i.e., TCAP Reading/LA)

^b The numbers shown in this row indicate the number of records that were used in the impact models.

Table M-6c: Analysis of Sample Size for Long-Term (Two-Year) Impact Year 2 of *READ 180* (stayers)

	TCAP								ITBS					
	Reading/LA		Mathematics		Science		Soc. Studies		Total Reading		Comprehension		Vocabulary	
	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt	Trt	Cnt
Total in ITT Group	319	501	319	501	319	501	319	501	319	501	319	501	319	501
(A) Valid outcome measure obtained	316	498	316	498	316	496	313	493	281	419	271	426	276	426
Valid outcome measure not obtained:	3	3	3	3	3	5	6	8	48	82	48	75	43	75
Absent	0	0	0	0	0	0	0	0	34	54	34	54	34	54
Enrolled, but no TCAP score	2	1	2	1	2	1	2	1	0	0	0	0	0	0
Non-consent	0	0	0	0	0	0	0	0	7	9	7	9	7	9
Late add	0	0	0	0	0	0	0	0	1	0	1	0	1	0
Other reason	1	2	1	2	1	4	3	7	6	19	6	12	1	12
(B) Valid pretest measure obtained ^a	319	501	318	501	315	482	316	482	305	472	305	474	306	476
Valid pretest measure not obtained:	0	0	1	0	4	19	3	19	14	27	14	25	13	23
Unknown	0	0	1	0	4	19	3	19	14	27	14	25	13	23
(C) Demographic Characteristics Obtained	319	501	319	501	319	501	319	501	319	501	319	501	319	501
Total with (A), (B), and (C) ^b	316	498	315	498	312	478	310	474	260	398	260	405	266	407

^a For each outcome measure (e.g., TCAP Reading/LA, the same type of pretest measure was used as a covariate, i.e., TCAP Reading/LA)

^b The numbers shown in this row indicate the number of records that were used in the impact models.

Appendix M-7

Table M-7: Attendance rates of students in the Year 2 READ 180 ITT group by school, grade, and design group

	Sixth Grade				Seventh Grade				Eighth Grade			
	Control		Treatment		Control		Treatment		Control		Treatment	
School	<i>n</i>	<i>mean (days)</i>	<i>n</i>	<i>mean (days)</i>	<i>n</i>	<i>mean (days)</i>	<i>n</i>	<i>mean (days)</i>	<i>n</i>	<i>mean (days)</i>	<i>n</i>	<i>mean (days)</i>
Lanier	18	140.5	19	143.9	27	139.7	15	135.8	30	139.7	18	146.1
Corry	13	146.0	22	133.2	11	132.8	15	141.9	14	133.5	15	148.5
Sherwood	63	126.7	21	125.1	39	135.3	9	133.7	35	136.1	16	134.6
Riverview	18	133.8	30	125.6	13	143.6	17	132.1	12	143.6	18	148.7
Hickory Ridge	35	130.6	28	136.0	30	133.7	22	140.6	19	137.4	11	143.9
Hamilton	14	143.2	26	139.4	16	135.7	9	142.9	25	129.3	12	138.1
American Way	63	136.8	26	132.5	37	144.7	22	142.0	35	143.0	33	144.4
A. Maceo Walker	53	119.6	29	131.9	37	136.2	22	133.3	29	133.0	10	141.6
Totals	277	--	201	--	210	--	131	--	199	--	133	--
<i>Msng Attend. Data</i>	127	-	88	-	50	-	29	-	42	-	26	-

Note: In all except the bottom row, the sample sizes indicate the number of students about whom attendance data were available in each treatment group. Mean (days) columns indicate the average number of school days attended by students about whom attendance were available. The bottom row indicates the number of students about whom attendance data were not available. Data source: Memphis City Schools

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Memphis City Schools / University of Memphis

Memphis, Tennessee

**Memphis Content Literacy Academy (MCLA)
Innovation Configuration MAP**

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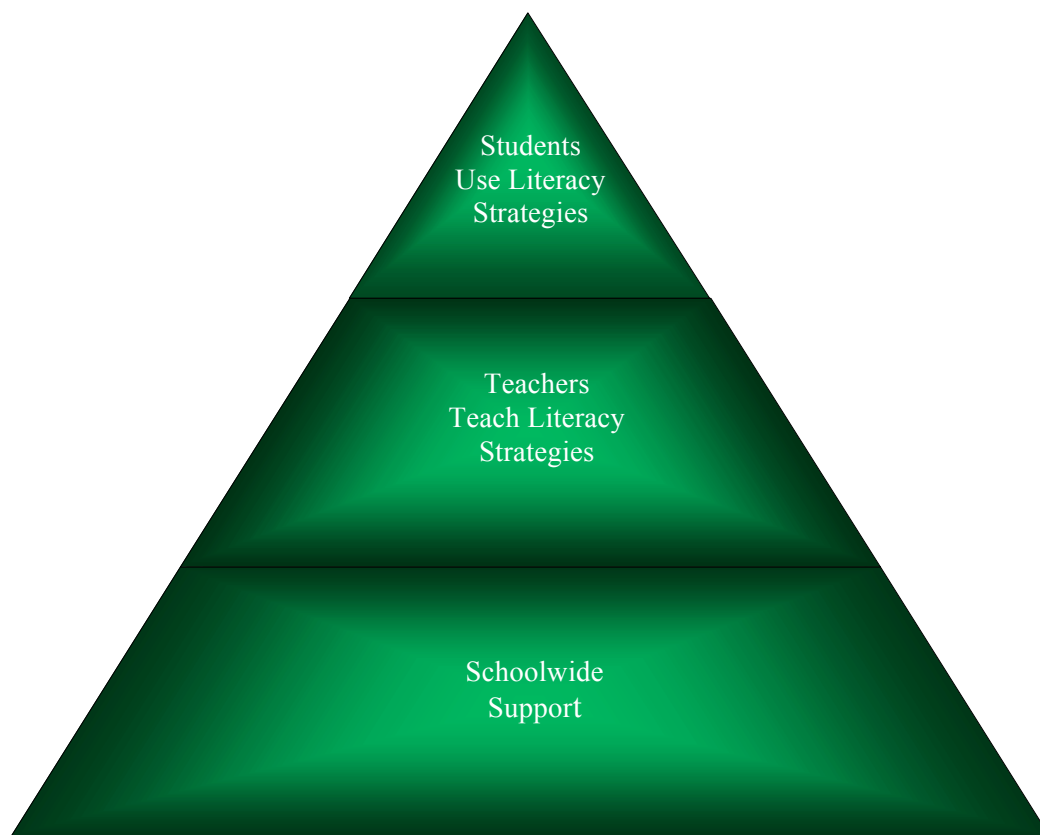
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ORGANIZING FRAMEWORK OF THE MCLA IC MAP



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A. Students' Use of Literacy Strategies When Reading Content-Relevant Texts in Core Content Classes or for Homework

A.1. Checklist of MCLA literacy strategies that students should have learned to use *(by skill domains of reading and strategy lead)*

Code	Reading Skill Domain	Name of Strategy	Teacher or Student
S.1	C	Retelling (verbally, graphic organizers, written)	S
S.2	C	Student-generated questions	S
S.3	C	Student-led Question Answer Relationships	S
S.4	C & V	Graphic Organizers	S
S.5	C & V	Semantic Maps	S
S.6	C & V	Student-led Thinking Maps (flow chart, double bubble, etc.)	S
S.7	F	Choral reading (group/whole class)	S
S.8	F	Paired reading (partners)	S
S.9	V	Frayer Model	S
S.10	V	Semantic Feature Analysis	S
S.11	V	Student-led Word Sorts (open- and closed sorts)	S
T.01	ALL	Before, During, After	T
T.02	ALL	Choice (teachers and learners)	T
T.03	ALL	Combining Strategies- "Layering over time"	T
T.04	ALL	Cooperative Learning	T
T.05	ALL	Explicit, Direct Instruction (Gradual Release of Responsibility)	T
T.06	ALL	Instructional Conversations (CREDE)	T
T.07	ALL	Joint Productive Activity (CREDE)	T
T.08	ALL	Motivating Learners	T
T.09	ALL	Small Group Instruction	T
T.10	ALL	Use of leveled, supplemental materials (e.g., National Geographic)	T

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Code	Reading Skill Domain	Name of Strategy	Teacher or Student
T.11	C	Bloom's Taxonomy/Stem Questions	T
T.12	C	Expository Text Structures	T
T.13	C	METS	T
T.14	C	ReQuest	T
T.15	C	Teacher-led Question Answer Relationships (QARs)	T
T.16	C	Think-Pair-Share	T
T.17	C	Writing Organizer/Framework (K. Cooter)	T
T.18	C & V	Thinking Maps (flow chart, double bubble, etc.)	T
T.19	F	Choral Reading (Antiphonal, Unison, Echo)	T
T.20	F	Radio Reading	T
T.21	F	Repeated Readings	T
T.22	F	Scooping	T
T.23	V	Explicit Vocabulary Instruction	T
T.24	V	Pre-Instruction of Vocabulary	T
T.25	V	Pronunciation Review	T
T.26	V	Word maps	T
T.27	V	Teacher-led Word Sorts (open- and closed sorts)	T
T.28	V	Word Walls (Academic)	T

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A.2. Students' Use of Literacy Strategies (in collaborative/cooperative activity with peers, independent use)

a	b	c	d	e	f
A.2.a. Degree of <u>students' independent use of MCLA strategies</u> : Students exhibit, when appropriate, independent and integrated use of multiple strategies.	Students can self-select a strategy and use it independently.	Students demonstrate independent use of the strategy (without teacher or peer assistance) when the teacher tells them to use a strategy.	Students can use strategies with peers (cooperative or collaborative use) when teacher tells them to use a strategy.	Students are aware of the strategy, can somewhat use it but not without some teacher assistance or scaffolding.	Students engage in text-based work without the use of strategies.

a	b	c	d	e
A.2.b. <u>Student roles and behaviors during cooperative learning activities</u> : Students have assigned roles, carry out those roles, and exhibit behaviors consistent with class norms for cooperative learning activities (e.g., observing equity of voice, listening for understanding, offering positive feedback, appreciating contributions of others, etc.).	Students have assigned roles but do not carry out roles. Students do exhibit behaviors consistent with class norms for cooperative learning activities (e.g., observing equity of voice, listening for understanding, offering positive feedback, appreciating contributions of others, etc.).	Students are grouped for tasks but do not have assigned roles. Students exhibit some behaviors consistent with class norms for cooperative learning.	Students do not have assigned roles and do <u>not</u> exhibit behaviors consistent with class norms for cooperative learning activities.	There is no evidence that students are grouped in cooperative learning activities. Students work alone.

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B. Core Content Teachers Plan and Implement Lessons Integrating Literacy Strategies with Instruction on Core Content

B.1. Using information from assessments for revising instructional plans and developing plans for interventions				
a	b	c	d	e
B.1.a. <u>Use of assessments for content learning</u> : Teacher uses before, during, and after (end-of-unit) instructional assessments designed to provide information on the extent to which specific content-related learning objectives are being achieved.	Teacher uses before and after (end-of-unit) instructional assessments designed to provide information on the extent to which specific content-related learning objectives are being achieved.	Teacher uses summative (end-of-unit) instructional assessments to provide information on the extent to which specific content-related learning objectives are being achieved.	Teacher uses summative (end-of-unit) instructional assessments to assign grades.	
B.1.b. <u>Use of assessments for learning content literacy strategies</u> : Teacher uses before, during, and after (end-of-unit) instructional assessments designed to provide information on the extent to which content literacy strategies are being learned and used appropriately.	Teacher uses before and after (end-of-unit) instructional assessments designed to provide information on the extent to which specific content literacy strategies are being learned and used appropriately.	Teacher uses summative (end-of-unit) instructional assessments to provide information on the extent to which specific content literacy strategies are being learned and used appropriately.	Teacher uses instructional assessments but not to provide information on the extent to which specific content literacy strategies are being learned and used appropriately.	
B.1.c. <u>Revision of instructional plans</u> : Teacher uses information from instructional assessments of student progress with respect to specific content objectives to help him or her make revisions to instructional plans. In addition, teacher uses information from instructional assessments of students' independent use of content literacy strategies to help him or her make revisions to instructional plans.	Teacher uses information from instructional assessments of student progress with respect to specific content objectives to help him or her make revisions to instructional plans. In addition, teacher uses observations of students' appropriate use of content literacy strategies to help him or her make revisions to instructional plans.	Teacher uses information from formative assessments with respect to specific objectives to help him or her make revisions to instructional plans. In addition, teacher comparisons of students' reading level with the content text(s) are used to help him or her make revisions to instructional plans.	Teacher uses information from a single content pre-assessment of specific objectives to help him or her make revisions to instructional plans. The teacher does revise instructional plans based on students' use of content literacy strategies.	Teacher uses his/her knowledge of content objectives to plan instruction and does not revise instructional plans.

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B.1. Using information from assessments for revising instructional plans and developing plans for interventions				
a	b	c	d	e
B.1.d. <u>Design interventions for struggling students</u> : Teacher uses information from instructional assessments to plan supplementary instruction for most struggling students.	Teacher uses information from instructional assessments to plan supplementary instruction for some struggling students.	Teacher uses information from instructional assessments to plan supplementary instruction for a few struggling students.	Teacher uses information from a single instructional pre-assessment to plan supplementary instruction for a few struggling students.	Teacher designs any supplementary instruction provided to the whole class and does not use information from instructional assessments or design interventions to meet the needs of individual struggling students.

B.2. Providing explicit, direct instruction, and practice (<i>daily instruction, teacher modeling, guided practice</i>)				
a	b	c	d	e
B.2.a. <u>Introduction of strategies</u> : Teacher (1) names the strategy and (2) describes the purpose of the strategy and when it is to be used. Teacher activates students' background knowledge and experiences to help them understand the strategy.	Teacher mentions the strategy but does not provide students with a full description of the purpose of the strategy and when it is to be used.	Teacher provides content instruction only.		
B.2.b. <u>Teacher modeling</u> : In providing explicit and direct instruction, teacher <i>consistently</i> models initial use of the strategies (e.g., think-alouds, questioning).	In providing explicit and direct instruction, teacher <i>occasionally</i> models initial use of the strategies.	Teacher makes <i>passing reference</i> to the strategy with no modeling provided.	Teacher provides content instruction only.	
B.2.c. <u>Guided practice</u> : In providing explicit and direct instruction, teacher <u>consistently</u> provides multiple guided practice activities using a variety of texts. Students receive relevant feedback with respect to their use of specific strategies.	In providing explicit and direct instruction, teacher <u>occasionally</u> involves students in guided practice activities and provides general feedback.	In providing instruction, teacher involves students in follow-up activities without feedback.	Teacher provides instruction without guided practice.	

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B.2. Providing explicit, direct instruction, and practice (<i>daily instruction, teacher modeling, guided practice</i>)				
a	b	c	d	e
B.2.d. <u>Independent use</u> : Teacher provides opportunities for students' independent practice and monitors students' progress applying strategies to assess additional learner needs.	Teacher provides opportunities for students' independent practice but does not monitor students' progress.	Teacher uses continual teacher-directed whole-class instruction to guide students' strategy application.		
B.2.e. <u>Differentiated instruction</u> : Teacher differentiates instruction based on analysis of progress monitoring (e.g., small groups, use of technology, reteaching, use of curriculum resource center materials)	Teacher differentiates instruction but does not use data to flexibly group students.	Teacher relies primarily on whole-group instruction.		
B.2.f. <u>Revisiting of strategies</u> : Teacher <i>consistently</i> revisits previously introduced literacy strategies as opportunities to apply them to new material.	Teacher <i>occasionally</i> revisits previously introduced literacy strategies as opportunities to apply them to new material.	Teacher makes <i>passing reference</i> to previously taught strategies without providing opportunities for students to apply those strategies to new material.	Teacher introduces each strategy once but does not revisit when new material is presented.	

B.3. Objectives of instructional plans (<i>core content knowledge and skills, literacy strategies</i>)				
a	b	c	d	e
B.3.a. <u>Objectives in terms of core content standards' learning objectives, knowledge, and skills</u> : Teacher's instructional plans are linked to content learning objectives and related to prior learning and students' real life applications.	Teacher's instructional plans are linked to content standards and related to prior learning.	Teacher's instructional plans describe what core content knowledge and skills will be worked on during the lessons. Plan has vague reference to content standards.	Teacher's instructional plans are general and/or non-specific.	Teacher's instructional plans are not available.

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B.3. Objectives of instructional plans (core content knowledge and skills, literacy strategies)				
a	b	c	d	e
B.3.b. <u>Objectives in terms of literacy strategies</u> : Teacher's instructional plans include literacy strategies appropriate to the learning task and sequencing of the lessons. Lesson plans include activities that guide students toward independent application of literacy strategies.	Teacher's instructional plans match appropriate literacy strategies matched to learner needs to assist learners in acquiring core content knowledge.	Teacher's instructional plans match appropriate literacy strategies to assist learners in acquiring core content knowledge but without a match to learner needs.	Teacher's instructional plans reference the use of literacy strategies randomly (not embedded in use of text, appropriate to the sequence of the lesson—use of strategy for “use of strategy” instead of matching learning needs and sequencing to appropriate use of strategy).	Teacher's instructional plans make no reference to literacy strategies and only target core content.

B.4. Using different instructional materials				
a	b	c	d	e
B.4.a. <u>Use of adopted textbook</u> : At least 3 days per week (and in all class periods, teacher helps students read and learn content from the adopted textbook.	1-2 days per week in at least 75% of class periods, teacher helps students read and learn content from the adopted textbook.	1-2 days per week in at least 50% of class periods, teacher help students read and learn content from the adopted textbook.	Occasionally (at least monthly in at least 1 class period), teacher helps students read and learn content from the adopted textbook.	Teacher does <u>not</u> help students read and learn content from the adopted textbook. Teacher expects students to read and learn content from the adopted textbook without help.
B.4.b. <u>Use of MCLA supplementary materials</u> : At least 3 days per week (and in all class periods, teacher helps students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.	1-2 days per week in at least 75% of class periods, teacher helps students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.	1-2 days per week in at least 50% of class periods, teacher helps students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.	Occasionally (at least monthly in at least 1 class period), teacher helps students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.	Teachers do <u>not</u> help students select MCLA materials appropriate for their reading level, and read and learn content from those materials related to course objectives.

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B.4. Using different instructional materials				
a	b	c	d	e
B.4.c. <u>Use of materials that the teacher has collected from other sources</u> (e.g., on-line/libraries, etc.): At least 3 days per week (and in all class periods, teacher collects materials from other sources and help students to read and learn content from those sources related to course objectives.	1-2 days per week in at least 75% of class periods, teacher collects materials from other sources and help students to read and learn content from those sources related to course objectives.	1-2 days per week in at least 50% of class periods, teacher collects materials from other sources and helps students to read and learn content from those sources related to course objectives.	Occasionally (at least monthly in at least 1 class period), teacher collects materials from other sources and help students to read and learn content from those sources related to course objectives.	Teachers do <u>not</u> collect materials from other sources and help students to read and learn content from those sources related to course objectives.

B.5. Using cooperative learning activities with students				
a	b	c	d	e
B.5.a. <u>Frequency of cooperative learning activities in class periods</u> : Teacher includes cooperative learning activities as part of lessons at least 3 days per week in all class periods.	Teacher includes cooperative learning activities as part of lessons 1-2 days per week in at least 75% of class periods.	Teacher includes cooperative learning activities as part of lessons 1-2 days per week in at least 50% of teacher's class periods.	Teacher includes cooperative learning activities as part of lessons occasionally (at least monthly) in at least 1 class period.	Teacher uses whole group instruction with no evidence of cooperative learning activities.

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B.5. Using cooperative learning activities with students				
a	b	c	d	e
B.5.b. <u>Purposes of cooperative learning activities</u> : Teacher uses cooperative learning activities to provide students opportunities to practice extensively <u>both</u> their use of specific literacy strategies with various texts and their application of new content knowledge and skills (i.e., to “over-learn” those strategies, that knowledge, and those skills). Cooperative learning strategies also are used to differentiate instruction based on identified learning needs.	Teacher uses cooperative learning activities to provide students opportunities to practice the specific literacy strategies with various texts and separately to practice their application of new content knowledge and skills (i.e., to “over-learn” those strategies, that knowledge, and those skills).	Teacher uses cooperative learning activities to provide students opportunities to practice the specific literacy strategies only with their adopted textbook and to practice their application of new content knowledge and skills.	Teacher uses cooperative learning activities to provide students with practice of new content knowledge and skills.	There is no evidence that teacher uses cooperative learning activities or cooperative learning activities have no clear learning objectives.

B.6. Collaborative Teacher Work <i>((schedule facilitates collaborative work, core content teachers regularly develop collaborative instructional plans))</i>				
a	b	c	d	e
B.6.a. <u>Breadth of teacher participation in collaborative planning</u> : All MCLA teachers in a department and/or grade level team have time each week to work collaboratively (with each other and literacy coaches?) on integrating literacy strategies into their content lesson plans.	At least 75% of MCLA teachers in a department and/or grade level team have time each week to work collaboratively on integrating literacy strategies into their content lesson plans.	50% - 74% of MCLA teachers in a department and/or grade level team have time each week to work collaboratively on integrating literacy strategies into their content lesson plans.	30% - 49% of MCLA teachers in a department and/or grade level team have time each week to work collaboratively on integrating literacy strategies into their content lesson plans.	Fewer than 30% of MCLA teachers in a department and/or grade level team have time each week to work collaboratively for on integrating literacy strategies into their content lesson plans.

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B.6. Collaborative Teacher Work <i>((schedule facilitates collaborative work, core content teachers regularly develop collaborative instructional plans))</i>				
a	b	c	d	e
B.6.b. <u>Frequency/duration of collaborative planning:</u> MCLA teachers in a department and/or grade level team work collaboratively for useful periods of time (minimum 45 minutes weekly) on integrating literacy strategies into their content lesson plans.	MCLA teachers in a department and/or grade level team work collaboratively for useful periods of time (minimum 30 minutes at least twice monthly) on integrating literacy strategies into their content lesson plans.	MCLA teachers in a department and/or grade level team work collaboratively for useful periods of time (minimum 30 minutes at least once per month) on integrating literacy strategies into their content lesson plans.	MCLA teachers in a department and/or grade level team work collaboratively less than once per month for a minimum of 30 minutes on integrating literacy strategies into their content lesson plans.	MCLA teachers in a department and/or grade level team work collaboratively for less than 15 minutes and no more than twice monthly on integrating literacy strategies into their content lesson plans.

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C. SCHOOLWIDE FACTORS

C.1. Principal Leadership				
a	b	c	d	e
C.1.a. <u>Attending MCLA events</u> : Principal and assistant principals attend both types of MCLA-related events for teachers: kick-off and laureate conference.	Principal attends both types of MCLA-related events for teachers and a team member (e.g., assistant principal) attends one event.	Principal attends all MCLA-related events for teachers without any team members.	Principal sends a designee to attend one or both types of MCLA-related events for teachers.	No school administrator attends MCLA-related events for teachers.
C.1.b. <u>Communicating within the school the importance of literacy instruction in content areas</u> : At weekly faculty meetings and at least once weekly during daily announcements, principal communicates to the teachers and students his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	At least twice monthly at faculty meetings and during daily announcements, principal communicates to the teachers and students his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	At least once monthly at faculty meetings and during daily announcements, principal communicates to the teachers and students his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	Every other month, principal communicates to the teachers his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	Principal communicates to the teachers his or her belief in an <u>alternative view</u> of what kinds of instruction is important for improving student achievement in the content areas (i.e., works as a saboteur of MCLA)

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C.1. Principal Leadership				
a	b	c	d	e
C.1.c. <u>Communicating to broader school community the importance of literacy instruction in content areas</u> : Principal has and implements an integrated, multifaceted approach to <u>continually</u> communicate to parents and other stakeholders via multiple avenues (e.g., banners, posters, newsletters, speaking at events with parents/ community members present) his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	Principal has a plan to communicate with parents and other stakeholders his or her belief in the importance of literacy instruction for improving student achievement in the content areas but only partially implements that plan.	Without a communication plan, principal <u>sometimes</u> communicates to parents and other stakeholders his or her belief in the importance of literacy instruction for improving student achievement in the content areas.	Principal communicates to parents and other stakeholders his or her belief in the importance of improving student achievement in the content areas without reference to literacy instruction.	Principal communicates to parents and other stakeholders his or her belief in an <u>alternative view</u> of what kinds of instruction is important for improving student achievement in the content areas (i.e., works as a saboteur of MCLA).
C.1.d. <u>Participation in MCLA Fellowship</u> : Principal and other administrators participate actively in <u>all</u> MCLA Fellowship meetings.	Principal attends all MCLA Fellowship meetings and brings a team member to most of the meetings.	Principal participates actively in <u>all</u> MCLA Fellowship meetings but does not bring a team member.	Principal attends almost all Fellowship meetings and ensures that team members attend missed meeting(s).	The principal participates sporadically in MCLA Fellowship meetings. The school is not represented at every meeting.
C.1.e. <u>Incorporation of literacy and MCLA in improvement plan</u> : Principal ensures that schoolwide literacy instruction in content area classes and the MCLA project are a priority in the school's improvement plan.	Principal ensures that schoolwide literacy instruction in content area classes and the MCLA project are included in the school's improvement plan.	Principal ensures that schoolwide literacy instruction in content area classes is included in the school's improvement plan without any mention of MCLA.	The school improvement plan emphasizes content-area instruction without a focus on literacy.	

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C.1. Principal Leadership				
a	b	c	d	e
C.1.f. <u>Reallocation and procurement of additional resources</u> : Principal reallocates existing resources and seeks additional resources to supplement and support schoolwide MCLA implementation.	Principal reallocates existing resources but does not seek additional funding for MCLA and schoolwide literacy efforts.	Principal expects existing resources to cover the costs of resources to support MCLA implementation.	Principal reallocates MCLA resources to other purposes not related to literacy instruction in the content areas.	
C.1.g. <u>Supportive schedule</u> : The school schedule enables <i>all</i> grade-level teachers in a department or grade level teams to work collaboratively for useful periods of time (minimum of 45 minutes weekly) during the regular school day.	The school schedule enables <i>at least</i> 75% of grade-level teachers in a department or grade level team to work collaboratively for useful periods of time on integrating literacy strategies into their content lesson plans during the regular school day..	The school schedule enables 50% - 75% of grade-level teachers in a department or grade level team to work collaboratively for useful periods of time on integrating literacy strategies into their content lesson plans during the regular school day..	The school schedule enables 30% - 49% of grade-level teachers in a department or grade level team to work collaboratively for useful periods of time on integrating literacy strategies into their content lesson plans during the regular school day..	The school schedule <i>does not</i> enable grade-level teachers in a department or grade level team to work collaboratively for useful periods of time on integrating literacy strategies into their content lesson plans during the regular school day..

C.2. Administrator Walkthroughs				
a	b	c	d	e
C.2.a. <u>Frequency of walkthroughs</u> : Administrator does <i>daily</i> walkthroughs of core content classes.	Administrator does at least <i>2x/weekly</i> walkthroughs of core content classes.	Administrator does <i>1x weekly</i> walkthroughs of core content classes.	Administrator does at least <i>monthly (but < weekly)</i> walkthroughs of core content classes.	Administrator <i>never</i> does walkthroughs of core content classes.
C.2.b. <u>Purpose of walkthroughs</u> : When the administrator performs informal walkthroughs, he or she looks for student use of literacy strategies.	When the administrator performs informal walkthroughs, he or she looks for teacher use of literacy strategies.	When the administrator performs informal walkthroughs, he or she looks for general, nonspecific, superficial use of literacy strategies.	When the administrator performs informal walkthroughs, he or she is focused on other aspects of teacher performance and not use of literacy strategies.	Administrator walkthroughs only happen for formal evaluations.

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C.2. Administrator Walkthroughs				
a	b	c	d	e
C.2.c. <u>Feedback provided from walkthroughs</u> : When the administrator observes student use of a literacy strategy during a walkthrough, the administrator <i>provides immediate feedback</i> to the teacher <i>on teacher and student use of the strategy</i> .	When the administrator performs walkthroughs, he or she provides feedback (<i>not immediate but fairly soon after</i>) to the teacher <i>on student and teacher use</i> of literacy strategies.	When the administrator performs walkthroughs, he or she provides feedback (<i>not immediate but fairly soon after</i>) to the teacher <i>on teacher use</i> of literacy strategies	When the administrator observes the use of a literacy strategy during a walkthrough, the administrator <i>acknowledges</i> that use to the teacher.	Even when the administrator observes the use of a literacy strategy during a walkthrough, the administrator <i>does not</i> acknowledge that use to the teacher.

C.3. Principal's Support of Coach (inclusion in leadership team meetings, classroom implementation of MCLA strategies, influencing allocation of resources related to literacy; coaching role)				
a	b	c	d	e
C.3.a. <u>Principal includes coach in leadership</u> meetings: Principal regularly includes coach in leadership team meetings.	Principal sometimes includes coach in leadership team meetings.	Principal infrequently includes coach in leadership team meetings.	Principal does not include coach in leadership team meetings.	Principal prevents coach from attending leadership team meetings.
C.3.b. <u>Principal communicates expectations to teachers regarding working with coach</u> : Principal actively and consistently communicates to teachers the expectation that they work with their coach to support classroom implementation of MCLA strategies.	Principal sometimes communicates to teachers the expectation that they work with their coach to support classroom implementation of MCLA strategies.	Principal does not explicitly communicate to teachers the expectation that they work with their coach to support classroom implementation of MCLA strategies but allows it.	Principal communicates expectations that teachers' efforts be directed towards alternatives to classroom implementation of MCLA strategies (related or unrelated to literacy).	

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C.3. Principal's Support of Coach (inclusion in leadership team meetings, classroom implementation of MCLA strategies, influencing allocation of resources related to literacy; coaching role)				
a	b	c	d	e
C.3.c. <u>Principal views coach as resource for literacy related decisions</u> : Principal views the coach as a resource and regularly seeks coach input on decisions related to literacy: curricula and instruction, material purchases, and assessments.	Principal views the coach as a resource and selectively seeks coach input on decisions related to literacy: curricula and instruction, material purchases, and assessments.	Principal does not view the coach as a resource and does not seek the coach's advice in making decisions related to literacy.		
C.3.d. <u>Principal views coach as resource for school PD</u> : Principal requests that the coach facilitate school-based staff PD in use of MCLA strategies.	Principal requests that the coach provide information to staff (but is not asked to provide PD) about MCLA strategies.	Principal requests that the coach provide information to him/her (but not school staff) about MCLA strategies.	Principal requests that the coach perform duties outside their defined role (e.g., substitute teaching, cafeteria duty, etc.).	Principal requires that the coach spend most of their time on duties outside their defined role (e.g., substitute teaching, cafeteria duty, etc.).

C.4. School Culture (core content teachers' acceptance of collective responsibility for student literacy, core content area teachers describe literacy instruction within the content areas as a school priority, use by core content teachers of a widely accepted research-based vocabulary related to literacy instruction/literacy strategies)				
a	b	c	d	e
C.4.a. <u>Collective responsibility for student literacy</u> . At least 90% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.	75% - 89% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.	50% - 74% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.	25% - 49% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.	Less than 25% of content area teachers can describe how they are working with grade-level content area colleagues to integrate literacy instruction into their content lesson plans.

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C.4. School Culture (<i>core content teachers' acceptance of collective responsibility for student literacy, core content area teachers describe literacy instruction within the content areas as a school priority, use by core content teachers of a widely accepted research-based vocabulary related to literacy instruction/literacy strategies</i>)				
a	b	c	d	e
C.4.b. <u>Schoolwide use of literacy strategies</u> . At least 90% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.	75% - 89% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.	50% - 74% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.	25% - 49% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.	Less than 25% of core content area teachers incorporate student use of literacy strategies as an integral part of content area instruction.

C.5. <u>Critical mass of core content teachers</u> (<i>significant proportion of core content teachers participating in MCLA, percentage of students that have MCLA trained teachers for all four of their core content areas</i>)				
a	b	c	d	e
C.5.a. <u>Proportion of core content teachers in MCLA</u> : At least 90% of the core content teachers in the school are participating in the MCLA project.	Between 67% and 89% of the core content teachers in the school are participating in the MCLA project.	50% to 66% of the core content teachers in the school are participating in the MCLA project.	Between 33 and 49% of the core content teachers in the school are participating in the MCLA project.	Less than 33% of the core content teachers in the school are participating in the MCLA project.
C.5.b. <u>Percentage of students having MCLA-trained teachers</u> : Between 80 and 100% of the students have MCLA trained teachers for all four of their core content areas.	Between 60 and 79% of the students have MCLA trained teachers for all four of their core content areas.	Between 40 and 59% of the students have MCLA trained teachers for all four of their core content areas.	Between 20 and 39% of the students have MCLA trained teachers for all four of their core content areas.	Between 0 and 19% of the students have MCLA trained teachers for all four of their core content areas.

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Summary Sheet for the MCLA Innovation Configuration Map

<i>Site</i> _____ <i>Grade</i> _____ <i>Instructor</i> _____ <i>Observer</i> _____ <i>Date</i> _____						
A. Student Use Of Literacy Strategies when Reading Content-Relevant Texts in Core Content Classes or for Homework						
A.2. Student Use of Literacy Strategies						
A.2.a. <u>Students' independent use of MCLA strategies</u>						
A	B	C	D	E	F	Not observed
A.2.b. <u>Student roles and behaviors during cooperative learning activities</u>						
A	B	C	D	E	Not observed	
B. Core Content Teachers Plan and Implement Lessons Integrating Literacy Strategies with Instruction on Core Content						
B.1. Core Content Teachers Use Information from Assessments for Revising Instructional Plans and Developing Plans for Intervention						
B.1.a. <u>Use of assessments for content learning</u>						
A	B	C	D	Not observed		
B.1.b. <u>Use of assessments for learning content literacy strategies</u>						
A	B	C	D	Not observed		
B.1.c. <u>Revision of instructional plans</u>						
A	B	C	D	E	Not observed	
B.1.d. <u>Design interventions for struggling students</u>						
A	B	C	D	E	Not observed	

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B.2. Core Content Teachers Provide Explicit, Direct Instruction and Practice					
B.2.a. <u>Introduction of strategies</u>					
A	B	C	Not observed		
B.2.b. <u>Teacher modeling</u>					
A	B	C	D	Not observed	
B.2.c. <u>Guided practice</u>					
A	B	C	D	Not observed	
B.2.d. <u>Independent use</u>					
A	B	C	Not observed		
B.2.e. <u>Differentiated instruction</u>					
A	B	C	Not observed		
B.2.f. <u>Revisiting of strategies</u>					
A	B	C	D	Not observed	
B.3. Objectives of Instructional Plans					
B.3.a. <u>Objectives in terms of core content standards’ learning objectives, knowledge, and skills</u>					
A	B	C	D	E	Not observed
B.3.b. <u>Objectives in terms of literacy strategies</u>					
A	B	C	D	E	Not observed
B.4. Using Different Instructional Materials					
B.4.a. <u>Use of adopted textbook</u>					
A	B	C	D	E	Not observed
B.4.b. <u>Use of MCLA supplementary materials</u>					

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A	B	C	D	E	Not observed
B.4.c. <u>Use of materials that the teacher has collected from other sources</u>					
A	B	C	D	E	Not observed
B.5 Using Cooperative Learning Activities with Students					
B.5.a. <u>Frequency of cooperative learning activities in class periods</u>					
A	B	C	D	E	Not observed
B.5.b. <u>Purposes of cooperative learning activities</u>					
A	B	C	D	E	Not observed
B.6. Collaborative Teacher Work					
B.6.a. <u>Breadth of teacher participation in collaborative planning</u>					
A	B	C	D	E	Not observed
B.6.b. <u>Frequency/duration of collaborative planning</u>					
A	B	C	D	E	Not observed

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C. Principal Leadership					
C.1. Principal Leadership					
C.1.a. <u>Attending MCLA events</u>					
A	B	C	D	E	Not observed
C.1.b. <u>Communicating within the school the importance of literacy instruction in content areas</u>					
A	B	C	D	E	Not observed
C.1.c. <u>Communicating to broader school community the importance of literacy instruction in content areas</u>					
A	B	C	D	E	Not observed
C.1.d. <u>Participation in MCLA Fellowship.</u>					
A	B	C	D	E	Not observed
C.1.e. <u>Incorporation of literacy and MCLA in improvement plan</u>					
A	B	C	D		Not observed
C.1.f. <u>Reallocation and procurement of additional resources</u>					
A	B	C	D		Not observed
C.1.g. <u>Supportive schedule</u>					
A	B	C	D	E	Not observed
C.2. Administrator Walkthroughs					
C.2.a. <u>Frequency of walkthroughs</u>					
A	B	C	D	E	Not observed
C.2.b. <u>Purpose of walkthroughs</u>					
A	B	C	D	E	Not observed
C.2.c. <u>Feedback provided from walkthroughs</u>					

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A	B	C	D	E	Not observed
C.3. Principal's Support of Coach					
C.3.a. <u>Principal includes coach in leadership meetings</u>					
A	B	C	D	E	Not observed
C.3.b. <u>Principal communicates expectations to teachers regarding working with coach</u>					
A	B	C	D	Not observed	
C.3.c. <u>Principal views coach as resource for literacy-related decisions</u>					
A	B	C	Not observed		
C.3.d. <u>Principal views coach as resource for school PD</u>					
A	B	C	D	E	Not observed
C.4. School Culture					
C.4.a. <u>Collective responsibility for student literacy</u>					
A	B	C	D	E	Not observed
C.4.b. <u>Schoolwide use of literacy strategies</u>					
A	B	C	D	E	Not observed
C.5. Critical Mass of Core Content Teachers					
C.5.a. <u>Critical mass of core content teachers</u>					
A	B	C	D	E	Not observed
C.5.b. <u>Critical mass of MCLA-trained teachers for students</u>					
A	B	C	D	E	Not observed

Summary of the RBS Teacher Content Knowledge Follow-up Survey

In May 2008, staff from Research for Better Schools and the Memphis City Schools (MCS) administered a survey to content area teachers working in eight Striving Readers middle schools. Teachers were asked to think about the current school year (2007-2008) when answering questions about:

- How many hours of professional development in specific topic areas they had received
- How prepared they felt to engage in a set of 24 specific literacy activities
- How often they had implemented those literacy strategies

A total of 169 teachers completed the survey: 101 (59.8%) respondents worked in control schools and 68 (40.2%) respondents were from experimental schools. Among the 68 experimental teachers, 47 (69.1%) had participated in MCLA and 21 (30.9%) had not. Highlights from the overall findings include:

Professional Development Participation:

- Only one difference was found in teachers' reported participation in various professional development topic areas: Not surprisingly, **MCLA teachers were more likely than control teachers or non-MCLA teachers in experimental schools to report having had training in the area of literacy integration during the 2007-2008 school year** ($F = 18.5$, $df = 2, 164$; $p < .05$).
- Over one-third (36.8%) of experimental teachers and 29.7 percent of control teachers had received **no professional development** in the past year to address the needs of **ELL students/students from diverse backgrounds**.
- **MCLA participants underestimated the time they spent in professional development:** only 46.8 percent of these respondents reported participating in 32 hours or more of professional development in the area of literacy integration during the school year, despite attending 24 MCLA sessions spanning a total of at least 48 hours. (The underestimate was corroborated by an independent analysis of teachers' MCLA attendance records). Informal comments made by MCS staff suggest that many teachers viewed the MCLA program as a graduate course, rather than "professional development."

Literacy Strategy Use:

- **MCLA teachers reported using graphic organizers more frequently than other teachers** ($F = 3.89$, $df = 2, 162$; $p < .05$). More specifically, MCLA teachers' mean responses were higher than those of control and non-MCLA teachers regarding how frequently they showed relationships of words using graphic organizers or thinking maps with their students. **This was the only statistically significant difference regarding to teachers' reported frequency with which they engaged in certain literacy practices.**
- **MCLA teachers were more likely than others to report feeling prepared to use 10 of the 24 literacy strategies.** Those not in MCLA but in experimental schools were more

likely than their colleagues who were enrolled in MCLA or control teachers to have students read aloud daily ($F=5.92$, $df=2$, 158; $p<.05$).

Table 1 shows the number of surveys collected at each of the eight Striving Reader middle schools. RBS obtained the most surveys from Hickory Ridge ($N=32$), a control school, and the fewest surveys ($N=13$) from Hamilton Middle, an MCLA experimental school with a smaller population of teachers. Analyses will be revised pending receipt of 2007-2008 teacher rosters. The precise number of teachers eligible to complete the survey in each school is not known at this time and was estimated using publicly available information for purposes of this report.

Women comprised the majority (69.2%) of all survey respondents. Table 2 summarizes respondents' gender, subject area, and grade level taught by research condition. The most frequently reported subject area taught was ELA/reading (29.6% of the whole sample), followed by science (23.7%) and mathematics (22.5%). The categories subject area and grade level are not mutually exclusive, as many respondents taught multiple content classes at more than one grade level. Therefore, the number of respondents teaching certain areas/grades does not total to 169 (100%).

There were few differences in the characteristics of MCLA and non-MCLA teachers working in experimental schools, as Table 3 shows.

Table 1
School Location of Striving Readers
Follow-up Teacher Survey Respondents
($N = 169$), May 2008

	Number	Percent
School		
A. Maceo Walker	21	12.4
American Way	30	17.8
Corry	24	14.2
Hamilton	13	7.7
Hickory Ridge	32	18.9
Lanier	15	8.9
Riverview	15	8.9
Sherwood	19	11.2
Condition		
Experimental	68	40.2
Control	101	59.8

Source: RBS Teacher Content Knowledge Survey, May 2008

Table 2
Characteristics of Follow-up Survey Respondents ($N=169$), May 2008

	Control Group ($N=101$)		Experimental Group ($N = 68$)		All Respondents ($N = 169$)	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	65	64.4	52	76.4	117	69.2
Male	33	32.7	13	19.1	46	27.2
Unknown	3	4.4	3	4.4	6	3.6
Subject Taught*						
ELA/Reading	28	16.6	22	32.3	50	29.6
Mathematics	23	13.6	15	22.1	38	22.5
Science	24	14.2	16	23.5	40	23.7
Social Studies	21	12.4	12	17.6	33	19.5
Read 180	12	7.1	11	16.1	23	13.6
Special Ed	22	13.0	10	14.7	32	18.9
Other	26	15.4	9	13.2	35	20.7
Grade Levels taught:*						
Sixth Grade	51	30.2	40	58.8	91	53.8
Seventh Grade	54	32.0	31	45.6	85	50.3
Eighth Grade	51	30.2	24	35.2	75	44.4

Source: RBS Follow-up Teacher Survey, May 2008

* Categories are not mutually exclusive since many teachers taught more than one grade/subject

Table 3
Comparison of MCLA and Non-MCLA Survey Respondents
in Experimental Schools (N = 68) at Follow-up in May 2008

	MCLA		Not in MCLA	
	Number	Percent	Number	Percent
Gender				
Female	38	55.9	14	66.7
Male	9	13.2	4	19
Unknown	0	0.0	3	14.2
Subject Taught*				
ELA/Reading	10	14.7	12	17.6
Mathematics	7	10.3	8	11.8
Science	13	19.1	3	4.4
Social Studies	9	13.2	3	4.4
Read 180	3	4.4	8	11.8
Special Ed	6	8.8	4	5.9
Other	8	11.8	1	1.5
Grade Levels Taught:*				
Sixth Grade	25	36.8	15	22.1
Seventh Grade	21	30.9	10	14.7
Eighth Grade	15	22.1	9	13.2

Source: RBS Follow-up Teacher Survey, May 2008

* Categories are not mutually exclusive since many teachers taught more than one grade/subject.

Participation in Professional Development

Respondents were asked to indicate the amount of professional development they had received during the school year in the following areas:

- New models of teaching
- State or district curriculum and performance standards
- Integration of educational technology into the classroom
- Student performance assessment
- Classroom management, including student discipline
- Addressing the needs of ELL/students from diverse backgrounds
- Addressing the needs of students with disabilities
- Integrating literacy in the classroom

Specifically, teachers were asked if they had received no training in a given area, between one to eight hours of training, nine to 32 hours, or more than 32 hours of professional development in each area. Few teachers reported having no training at all in a given area, except with regard to addressing the needs of ELL students: 29.7 percent of control teachers and 36.8

percent of experimental teachers indicated that they had no professional development during the year on this topic. The only difference that emerged between control and experimental teachers was in the area of literacy integration, where those at MCLA schools were more likely to report having more than 32 hours of training in this area. Table 2 below summarizes teachers' responses about receiving professional development in this area. (See Appendix A, Table 1A for the full range of responses about the other eight types of professional development).

Table 2
Professional Development Participation in Literacy Integration in
the Past Year among Control and Experimental Teachers, May 2008

<i>Participated in Professional Development in the area of:</i>	None	1 to 8 Hours	9 to 32 Hours	32+ Hours
Integrating literacy in the classroom*				
Control group (N=101)	6.9	51.5	23.8	15.8
Experimental group (N=68)	0.0	20.6	36.8	41.2

Source: RBS Follow-up Teacher Survey

Note: Two control and two experimental teachers did not answer the question.

As expected, MCLA participants were also more likely than non-MCLA teachers working in experimental schools to report having participated in more than 32 hours of training in integrating literacy into the classroom ($F = 6.97$, $df = 65$, $p < .05$). No other differences were noted between MCLA and non-MCLA teachers in experimental schools with respect to the type of professional development they had received in the past year. See Table 1C in the Appendix for the full distribution of responses to various forms of training received by respondents within experimental schools.

Feeling Prepared to Use Literacy Strategies

Next, respondents were asked to indicate **how prepared** they felt to use 24 specific literacy strategies during the 2007-2008 school year. Response choices included: "not at all prepared," "a little prepared," "prepared," "well prepared," and "can teach others to do this." In the analysis, answers on the five-point Likert scale were coded a "1" for not at all prepared up to "5" for "can teach others." Therefore, a higher mean score for the group indicates higher levels of preparedness. Specifically, teachers were asked how prepared they were to:

1. Have students read aloud for at least five minutes per period
2. Identify "bridging books" (part story and part information)
3. Ask higher order questions and require students to justify their answers
4. Pre-test students before the beginning of a new unit of instruction
5. Discuss and analyze new vocabulary before reading
6. Show relationships of words/concepts using graphic organizers
7. Create, elaborate, and sort subject-related vocabulary word lists
8. Establish the purpose(s) for reading a text selection
9. Have students read in pairs
10. Model for students/provide guided practice with feedback on oral retelling strategies

11. Model use of thinking maps to construct written summaries of text
12. Link students' background knowledge and experiences to new vocabulary
13. Model new learning strategies for students
14. Differentiate instruction using multi-leveled materials
15. Teach students to ask questions, before, during, and after reading text
16. Provide guided practice for trying out new learning skills with feedback
17. Provide instruction on the different forms of writing found in textbooks
18. Offer small group instruction/practice according to achievement levels
19. Use the writing process as part of content learning
20. Adapt instruction for students having special needs
21. Use cooperative learning groups
22. Use oral reading (whole class/small group) in subject area materials
23. Use TCAP or other testing data to identify students' reading levels
24. Use direct, explicit instruction when teaching new reading/study skills

Results reveal differences among groups with respect to self-reported feelings of preparedness in implementing 11 of the 24 literacy strategies. The mean responses for 10 of the 11 items were highest for MCLA participants, followed next by non-MCLA teachers in experimental schools, and then respondents from control schools. The only exception to this pattern is that non-MCLA teachers in experimental schools reported a slightly higher (insignificant) mean ($M =$; $SD =$) than teachers enrolled in MCLA ($M =$; $SD =$) with regard to having students read aloud daily for five minutes. (The difference between non-MCLA teachers and control teachers was statistically significant ($F = 5.2$, $df = 2, 158$; $P < .05$).

Table 4 shows the statistically different mean responses of MCLA teachers, non-MCLA teachers in their schools, and control teachers. Findings show that MCLA teachers were more likely than control teachers to report **feeling either well prepared or able to teach others** to engage in 10 of the 11 items presented. For example, MCLA respondents were more likely than control teachers to say they felt well prepared to have students read aloud from core subject texts for at least five minutes per period or show relationships of words and concepts with a graphic organizer ($F = 5.8$, $df = 2, 160$; $p < .05$).

Frequency of Strategy Use

In addition to indicating how prepared respondents felt implementing the aforementioned literacy strategies, they were asked to indicate the frequency with which they used those 24 techniques during the same timeframe (the 2007-2008 school year). Teachers could select from five answer choices: "never," "rarely," "sometimes," "often," and "almost always." Answers were coded using a five-point Likert scale ranging from "1" for "never" to "5" for "almost always." Therefore, a higher mean score for the group indicates more frequent strategy use. **The analysis showed only one difference between teachers' self-reported frequency of using the strategies: MCLA teachers were more likely than control teachers to report that they frequently showed relationships of works/concepts using graphic organizers or thinking maps** ($F = 3.89$, $df = 2, 162$; $p < .05$). Table 5 summarizes the mean responses for MCLA, non-MCLA, and control teachers' frequency of using this strategy in the past year.

Table 4
Teachers' Mean Responses to Statements about
How Prepared They Felt to Use Literacy Strategies during the School Year (May 2008)

Strategy	MCLA Teachers (N = 47)	Non-MCLA Teachers in Exp. Schools (N=21)	Control Teachers (N = 101*)
1. Have students read aloud from core subject area texts daily for at least five minutes per period			
Mean	4.11	4.19	3.68
(S.D.)	(.86)	(.68)	(0.91)
2. Show relationships of words using graphic organizer			
Mean	4.13	4.19	3.66
(S.D.)	(.87)	(.75)	(.96)
3. Model the use of thinking maps to construct written summaries of selected text			
Mean	3.96	3.67	3.48
(S.D.)	(.97)	(.86)	(1.09)
4. Model new learning strategies			
Mean	4.09	3.90	3.58
(S.D.)	(.78)	(.64)	(.86)
5. Differentiate instruction using multi-leveled materials			
Mean	3.95	3.55	3.56
(S.D.)	(.78)	(.76)	(.92)
6. Teach students to ask questions before, during, and after reading selections			
Mean	4.19	4.00	3.65
(S.D.)	(.72)	(.73)	(.82)
7. Provide instruction on different forms of writing found in content area textbooks			
Mean	3.78	3.70	3.19
(S.D.)	(1.00)	(.66)	(1.02)
8. Offer small group instruction and practice several times per week according to students' achievement levels in reading			
Mean	3.85	3.57	3.45
(S.D.)	(.87)	(.69)	(.99)
9. Use the writing process as part of content learning			
Mean	3.89	3.80	3.42
(S.D.)	(.88)	(.77)	(.97)
10. Use cooperative learning groups			
Mean	4.13	3.95	3.77
(S.D.)	(.78)	(.89)	(.88)
11. Use oral reading in subject area materials			
Mean	4.13	4.05	3.70
(S.D.)	(.78)	(.69)	(.87)

Source: RBS Follow-up Teacher Survey, May 2008

* Only 96 of the 101 control group respondents answered the questions.

NOTE: Tukey's test for comparisons found these items to be significant at the $p < .05$ level.

Table 5
Teachers' Mean Responses to Statements about How Frequently They Used
a Literacy Strategy during the School Year (May 2008)

Strategy	MCLA Teachers (N = 47)	Non-MCLA Teachers in Exp. Schools (N=21)	Control Teachers (N = 101*)
Show relationships of words using graphic organizer			
Mean	4.09	3.95	3.65
(S.D.)	(.91)	(.92)	(.91)

Source : RBS Follow-up Teacher Survey, May 2008

NOTE: Tukey tests for multiple comparisons were used to determine significance.

That MCLA teachers had a higher mean response for the item shown above indicates that they were significantly more likely than control teachers (but not non-MCLA teachers) to report “often” or “almost always” showing relationships with a graphic organizer in the past year. This is the only significant difference detected among the three groups with regard to self-reported strategy implementation in May 2008. A table of mean scores for literacy strategy implementation by school is included in the appendix as Table #.

**Appendix
Table N2a-1A**

**Professional Development Participation in the Past Year among Control
(N=101) and Experimental Teachers (N=68) by Topic Area at Follow Up, May 2008**

<i>Participated in Professional Development in the area of :</i>	None	1 to 8 Hours	9 to 32 Hours	32+ Hours
Integrating literacy in the classroom*				
Control group ²	6.9	51.5	23.8	15.8
Experimental group ²	0.0	20.6	36.8	41.2
New models of teaching				
Control group ²	4.0	44.6	38.6	10.9
Experimental group ³	7.4	30.9	35.3	22.1
State or district curriculum and performance standards				
Control group ²	7.9	45.5	29.7	14.9
Experimental group ¹	7.4	44.1	32.4	14.7
Integration of educational technology into the classroom				
Control group ³	4.0	57.4	25.7	9.9
Experimental group ¹	7.4	51.5	29.4	10.3
Student performance assessment				
Control group ²	5.0	40.6	43.6	8.9
Experimental group ¹	7.4	42.6	35.3	11.8
Classroom management, including student discipline				
Control group ²	8.9	53.5	24.8	10.9
Experimental group ¹	16.2	54.4	17.6	10.3
Addressing the needs of ELL/students from diverse backgrounds				
Control group ⁴	29.7	44.6	14.9	6.9
Experimental group ²	36.8	44.1	11.8	4.4
Addressing the needs of students with disabilities				
Control group ²	8.9	48.5	29.7	10.9
Experimental group ²	11.8	50.0	22.1	13.2

Source: RBS Follow-up Teacher Survey, May 2008

* Experimental teachers were significantly more likely than control teachers to report longer amounts of professional development in this topic area ($F = 30.4$, $df = 164$, $p < .05$).

¹ One respondent did not answer the question.

² Two respondents did not answer this question.

³ Three respondents did not answer this question.

⁴ Four respondents did not answer this question.

Table N2a-1B
Time Spent in Professional Development in the Past Year among MCLA and
among Non-MCLA Teachers in Experimental Schools by Topic Area at Follow-Up, May 2008

<i>Participated in Professional Development in the area of :</i>	None	1 to 8 Hours	9 to 32 Hours	32+ Hours
Integrating literacy in the classroom* ²				
MCLA (N = 47)	0.0	10.6	40.4	46.8
Non-MCLA (N = 21)	0.0	42.9	28.6	28.6
New models of teaching (e.g. cooperative learning)¹				
MCLA	6.4	27.7	31.9	29.8
Non-MCLA	9.5	38.1	42.9	4.8
State or district curriculum and performance standards²				
MCLA	6.4	46.8	23.4	21.3
Non-MCLA	9.5	38.1	52.4	0.0
Integration of educational technology into the classroom²				
MCLA	4.3	55.3	25.5	12.8
Non-MCLA	14.3	42.9	38.1	4.8
Student performance assessment³				
MCLA	4.3	40.4	36.2	14.9
Non-MCLA	14.3	47.6	33.3	4.8
Classroom management, including student discipline²				
MCLA	14.9	55.3	14.9	12.8
Non-MCLA	19.0	52.4	23.8	4.8
Addressing the needs of ELL students				
MCLA	40.0	36.2	12.8	6.4
Non-MCLA	28.6	61.9	9.5	0.0
Addressing the needs of students with disabilities³				
MCLA	14.9	48.9	17.0	14.9
Non-MCLA	4.8	52.4	33.3	9.5

Source : RBS Follow-up Teacher Content Knowledge Survey, May 2008

* MCLA teachers were more likely to attend professional development in this area (F=6.97, df = 1, P <.05)

¹ Two MCLA teachers and one non-MCLA teachers did not answer this question.

² One MCLA teacher did not answer this question.

³ Two MCLA teachers did not answer this question.

Table N2a-1C

**Self-reported Frequent Use of Literacy Strategies in the Past Year
among Teachers by Research Condition (N = 169), Follow Up, May 2008**

	MCLA (N=47)	MCLA (N=21)	Control (N=101)
Discuss and analyze new vocabulary before reading	93.7	85.8	78.3
Ask higher order questions and require students to justify their answers	87.3	90.4	81.2
Model new learning strategies for students	85.1	71.5	67.3
Teach students to ask questions, before, during, and after reading text	85.1	71.4	68.4
Link students' background knowledge and experiences to new vocabulary	80.9	85.7	68.3
Use oral reading (whole class/small group) in subject area materials	80.9	66.7	61.4
Show relationships of words/concepts using graphic organizers*	78.8	66.6	52.5
Establish the purpose(s) for reading a text selection	78.7	85.7	66.3
Use cooperative learning groups	76.6	61.9	64.4
Use TCAP or other testing data to identify students' reading levels	74.5	66.6	67.3
Have students read aloud for at least five minutes per period	72.4	66.6	60.4
Model for students/provide guided practice with feedback on oral retelling strategies	72.4	47.6	59.4
Provide guided practice for trying out new learning skills with feedback	72.4	76.2	70.3
Pre-test students before the beginning of a new unit of instruction	72.3	61.9	58.4
Use direct, explicit instruction when teaching new reading/study skills	70.2	71.5	66.3
Model use of thinking maps to construct written summaries of text	68.1	47.6	46.5
Use the writing process as part of content learning	68.1	52.4	48.5
Adapt instruction for students having special needs	68.1	66.6	73.2
Create, elaborate, and sort subject-related vocabulary word lists	66.0	52.3	55.5
Differentiate instruction using multi-leveled materials	63.8	57.2	63.3
Have students read in pairs	59.6	47.6	38.6
Provide instruction on the different forms of writing found in textbooks	59.6	52.4	47.5
Offer small group instruction/practice according to achievement levels	57.4	47.6	52.5
Identify "bridging books" (part story and part information)	27.6	33.3	29.7

Source : RBS Teacher Follow-up Survey, May 2008

Note: The categories "often" and "almost always" were combined to indicate the frequent use of various strategies.

* Responses among MCLA participants were significantly higher than for other groups ($F = 3.89$, $df = 2, 164$; $p < .05$).

Table N2a-1D
Percentage of Experimental Teachers (N=68) Agreeing that they Used Various
Literacy Strategies Frequently in the Past Year (May 2008)

	MCLA (N = 47)	Non-MCLA (N = 21)
Have students read aloud for at least five minutes per period	72.4	66.6
Identify “bridging books” (part story and part information)	27.6	33.3
Ask higher order questions and require students to justify their answers*	87.3	90.4
Pre-test students before the beginning of a new unit of instruction	72.3	61.9
Discuss and analyze new vocabulary before reading	93.7	85.8
Show relationships of words/concepts using graphic organizers	78.8	66.6
Create, elaborate, and sort subject-related vocabulary word lists	66.0	52.3
Establish the purpose(s) for reading a text selection	78.7	85.7
Have students read in pairs	59.6	47.6
Model for students/provide guided practice with feedback on oral retelling strategies	72.4	47.6
Model use of thinking maps to construct written summaries of text	68.1	47.6
Link students’ background knowledge and experiences to new vocabulary	80.9	85.7
Model new learning strategies for students	85.1	71.5
Differentiate instruction using multi-leveled materials	63.8	57.2
Teach students to ask questions, before, during, and after reading text	85.1	71.4
Provide guided practice for trying out new learning skills with feedback	72.4	76.2
Provide instruction on the different forms of writing found in textbooks	59.6	52.4
Offer small group instruction/practice according to achievement levels	57.4	47.6
Use the writing process as part of content learning	68.1	52.4
Adapt instruction for students having special needs	68.1	66.6
Use cooperative learning groups	76.6	61.9
Use oral reading (whole class/small group) in subject area materials	80.9	66.7
Use TCAP or other testing data to identify students’ reading levels	74.5	66.6
Use direct, explicit instruction when teaching new reading/study skills	70.2	71.5

Source : RBS Teacher Follow-up Survey, May 2008

* One-way ANOVAs showed a statistically significant difference between the two groups' mean response: for this item ($F = 4.99$, $df = 1$, $p < .05$).

Table N2a-1F

		Have students read aloud from core subject area texts daily for at least five minutes per period	Identify "bridging books" (part story and part information)	Ask higher order questions and require students to justify their answers	Pre-test students before the beginning of a new unit of instruction	Discuss and analyze new vocabulary before reading	Show relationships of words/ concepts using graphic organizers or thinking maps	Create, elaborate, and sort subject-related vocabulary word list	Establish the purpose for reading a text selection	Have students read in pairs	Model for students, and provide guided practice with feedback on oral retelling strategies	Model use of thinking maps to construct written summaries of selected text	Link students' background knowledge and experiences to new vocab. Concepts
Experimental Schools													
A Maceo	Mean	3.95	3.52	4.62	3.62	4.48	4.33	4.00	4.33	3.52	3.76	3.90	4.38
(N=21)	(SD)	(.92)	(1.44)	(.59)	(.97)	(0.68)	(0.80)	(1.10)	(0.80)	(0.93)	(1.04)	(0.99)	(0.74)
Hamilton	Mean	3.69	2.69	4.17	3.85	4.23	4.00	3.67	4.25	3.67	4.23	3.38	3.92
(N=13)	(SD)	(0.95)	(1.11)	(.72)	(.69)	(.93)	(.82)	(.99)	(.97)	(1.07)	(1.09)	(1.33)	(.86)
Riverview	Mean	3.73	2.87	3.93	3.93	4.67	4.07	3.40	3.93	3.4	3.47	3.53	4.40
(N=15)	(SD)	1.223	1.187	0.704	0.799	0.488	0.961	1.352	1.1	1.056	1.187	1.246	0.632
Sherwood	Mean	3.68	2.53	3.89	3.84	4.05	3.74	3.53	4.00	3.53	3.74	3.53	4.00
(N=19)	(SD)	0.885	1.124	0.809	0.958	0.911	0.991	0.841	0.943	1.172	1.147	0.964	1.054
Control Schools													
Amer Way	Mean	3.64	3.07	4.14	3.73	4.21	3.75	3.75	4.11	3.54	3.96	3.43	4.11
(N=28)	(SD)	0.87	1.245	0.803	0.919	0.833	1.005	1.005	0.832	0.922	0.838	0.959	0.847
Corry	Mean	4.04	2.88	4.08	4.17	4.42	3.54	3.79	3.79	3.29	3.58	3.17	3.83
(N=24)	(SD)	0.751	1.191	0.717	0.65	0.717	0.779	0.884	0.833	0.859	1.06	1.09	0.917
Hickory Ri.	Mean	3.73	3.17	4.33	3.70	4.20	3.87	3.50	3.93	3.21	3.93	3.57	4.13
(N=30)	(SD)	1.081	1.02	0.606	0.988	0.847	0.819	1.167	0.98	1.292	1.048	0.935	0.73
Lanier	Mean	3.87	2.73	4.07	3.47	4.07	3.20	3.40	3.40	3.07	3.60	3.07	3.87
(N=15)	(SD)	0.99	0.961	0.704	0.64	0.961	1.014	1.056	1.056	0.961	0.828	0.961	1.06

Appendix N-2b
Teacher Survey

Thank you for continuing to help researchers studying the Memphis Striving Readers Program collect information. Please take a few minutes to answer this survey. To protect your identity, only researchers will have access to surveys and only group-level results will be analyzed and reported. Thank you!

Please fill in the best response for items below.

Like this: ☒ Not like this: ☒ ☐ ☐

1. Name (First, Last): _____

4. Where do you currently teach?

- ☐ A. Maceo Walker ☐ Hickory Ridge
☐ American Way ☐ Lanier
☐ Corry ☐ Riverview
☐ Hamilton ☐ Sherwood

2. Last 6 digits of your social security number: _ _ _ _ _ _

3. What subject(s) and grade level(s) do you currently teach:

6th 7th 8th

- Mathematics
English/Language Arts
READ 180
Social Studies
Science
Special Education
Other

5. To what extent did you feel **prepared** to engage in the activities below, and **how often** (if at all) did you engage in those activities during this **school year (2007-08)**?

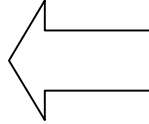
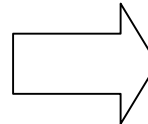
*Please fill in a bubble on the left that best represents how prepared you feel currently, and the bubble on the right that reflects how often you used this technique during the 2007-08 school year. Please fill in only one bubble **per side** for each item below.*

					<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="text-align: center;"> </div> <div> <p>Preparedness</p> <p>1 – Not at all prepared</p> <p>2 – A little prepared</p> <p>3 – Prepared</p> <p>4 – Well prepared</p> <p>5 – Can teach others to do this</p> </div> <div> <p>Frequency</p> <p>1 – Never</p> <p>2 – Rarely</p> <p>3 – Sometimes</p> <p>4 – Often</p> <p>5 – Almost always</p> </div> <div style="text-align: center;"> </div> </div>									
Not at all Prepared	A little Prepared	Prepared	Well Prepared	Can Teach Others to Do This		Never	Rarely	Sometimes	Often	Almost Always				
1	2	3	4	5	a.	Have students read aloud from core subject area texts and/or supplemental texts daily for at least five minutes per period	1	2	3	4	5			
1	2	3	4	5	b.	Identify and incorporate “bridging books” (part story and part information)	1	2	3	4	5			
1	2	3	4	5	c.	Ask higher order questions and require students to justify their answers	1	2	3	4	5			
1	2	3	4	5	d.	Pre-test students before the beginning of a new unit of instruction	1	2	3	4	5			
1	2	3	4	5	e.	Discuss and analyze new vocabulary before reading	1	2	3	4	5			
1	2	3	4	5	f.	Show relationships of words/concepts using graphic organizers or thinking maps	1	2	3	4	5			
1	2	3	4	5	g.	Create, elaborate, and sort subject-related vocabulary word lists	1	2	3	4	5			
1	2	3	4	5	h.	Establish the purpose(s) for reading a text selection	1	2	3	4	5			
1	2	3	4	5	i.	Have students read in pairs	1	2	3	4	5			
1	2	3	4	5	j.	Model for students, and provide guided practice with feedback on oral retelling strategies of selected subject area texts	1	2	3	4	5			
1	2	3	4	5	k.	Model use of thinking maps to construct written summaries of selected text	1	2	3	4	5			
1	2	3	4	5	l.	Link students’ background knowledge and experiences to new vocabulary/concepts	1	2	3	4	5			

→ Please complete next page →

5. Continued ...

*Please fill in a bubble on the left that best represents how prepared you feel currently, and the bubble on the right that reflects how often you used this technique during the 2007-08 school year. Please fill in only one bubble **per side** for each item below.*

							Preparedness 1 – Not at all prepared 2 – A little prepared 3 – Prepared 4 – Well prepared 5 – Can teach others to do this	Frequency 1 – Never 2 – Rarely 3 – Sometimes 4 – Often 5 – Almost always						
Not at all Prepared	A little Prepared	Prepared	Well Prepared	Can Teach Others to Do This						Never	Rarely	Sometimes	Often	Almost Always
1	2	3	4	5	m.	Model new learning strategies for students				1	2	3	4	5
1	2	3	4	5	n.	Differentiate instruction using multi-leveled materials				1	2	3	4	5
1	2	3	4	5	o.	Teach students to ask questions, before, during, and after reading text selections				1	2	3	4	5
1	2	3	4	5	p.	Provide guided practice for students trying out new learning skills with peer or teacher feedback				1	2	3	4	5
1	2	3	4	5	q.	Provide instruction on the different forms of writing found in content area textbooks				1	2	3	4	5
1	2	3	4	5	r.	Offer small group instruction and practice several times per week according to students' achievement levels in reading				1	2	3	4	5
1	2	3	4	5	s.	Use the writing process as part of content learning				1	2	3	4	5
1	2	3	4	5	t.	Adapt instruction for students having special needs				1	2	3	4	5
1	2	3	4	5	u.	Use cooperative learning groups				1	2	3	4	5
1	2	3	4	5	v.	Use oral reading (whole class/small group) in subject area materials				1	2	3	4	5
1	2	3	4	5	w.	Use TCAP or other testing data to identify students' reading levels				1	2	3	4	5
1	2	3	4	5	x.	Use direct, explicit instruction when teaching new reading/study skills related to my core subject area				1	2	3	4	5

→ Please complete next page →

7. Considering all of the professional development activities in which you participated **DURING THIS ‘07-‘08 SCHOOL YEAR** (excluding pre-service training), approximately how many total hours, if any, have you spent in activities in which the following subjects were a major focus:

Professional Development Subject:	None	1-8 Hours	9-32 Hours	More than 32 Hours
a. In-depth study in the subject area which you teach				
b. New methods of teaching (e.g. cooperative learning)				
c. State or district curriculum and performance standards				
d. Integration of educational technology into the classroom				
e. Student performance assessment (e.g. methods of testing, applying results to modify instruction)				
f. Classroom management, including student discipline				
g. Addressing the needs of English language learners or students from diverse cultural backgrounds				
h. Addressing the needs of students with disabilities				
i. Integrating literacy in the classroom				

THANK YOU!

Summary of the Year 2 Striving Readers Classroom Observations

by Kelly Feighan, Research for Better Schools (RBS)

In October 2007 and May 2008, evaluators from RBS and Edvantia observed teachers at the eight Striving Readers schools. While the purpose of the fall observations was to document the extent to which control and treatment teachers implemented literacy strategies into their content classrooms, spring observations focused on MCLA participants and on ensuring the reliability of data collected using the observation protocol for future waves of data collection. The following summary presents the results from 48 observations conducted in October 2007 and 10 observations conducted by pairs of researchers in May 2008. Comparisons are made to the prior wave of classroom observations conducted during Year 1 of the Memphis Striving Readers project, where appropriate.

Fall Observations

A team of 12 researchers observed 22 control school classrooms and 26 treatment school classrooms in fall 2007. Nineteen of the treatment teachers (73%) were MCLA participants, while the other seven teachers (27%) in the treatment schools had not enrolled in the program. The mean length of all observations was 52 minutes, ranging from 24 to 77 minutes across the 48 classes. The grade levels represented were relatively even: observers visited 17 sixth grade classes, 17 eighth grade classes, and 14 seventh grade classes. The distribution of content area classes was similarly even: there were 11 classes each of English/Language Arts, mathematics, and social studies observed as well as 15 science classes observed. Control school classes had a mean of 23 students, compared with a mean of 19 students in treatment school classrooms (the difference was not significant). An analysis of the information collected found:

- Observers recorded a **greater availability of books in treatment classrooms** than in control classrooms ($F=11.75$, $df = 1, 46$; $p<.05$).
- Observers **rated the climate of respect** for students' experiences and ideas **more highly in the treatment classrooms** than in control classrooms ($F=7.86$, $df=1, 45$, $p<.05$). No other differences were noted in the classrooms' physical environment or social climate.
- The team noted **no differences** between conditions **in the lessons' level of cognitive demand** (mirroring findings during the previous year). Using a six-point scale where "1" represents a low cognitive demand and six indicates high demand, observers' judgments tended to hover around level "2," suggesting that lessons required students to construct meaning through some low-level oral, written or graphic communication rather than applying procedures, evaluating criteria, or analyzing information. (See the Appendix for the definitions of cognitive demand levels and Table A-1 mean scores at each observed ten-minute interval).
- Similar to Year 1, there were **no differences in student engagement level between conditions** in the fall 2007 observations. Overall, students in the observed classes had relatively **high levels of participation/engagement**. (See Appendix Table A-2 for the levels of engagement for treatment and control classes).

Literacy Strategies

In October 2007, observers noted the use of at least one literacy strategy in 54.5 percent of control classes (N=12) compared with 73.1 percent (N=19) of those in classes of enrolled teachers. (During Year 1, no differences by research condition emerged in the percentage of teachers using at least one literacy strategy).

Ten treatment teachers used three or more literacy strategies, compared with four control teachers. Table 1 summarizes the number of strategies used during the observed lessons by research condition. MCLA participants tended to use more literacy strategies than other teachers, although sample sizes across the three groups of teachers (MCLA, non-MCLA in treatment schools, and control) are insufficient to test for statistical significance.

Table 1
Literacy Strategy Use by Teachers in Control and
Treatment Classrooms in October 2007 (N=48)

	Treatment Classes (N=26)	Control Classes (N=22)
Used no literacy strategies	6 (23.1%)	10 (45.4%)
Used one strategy	8 (30.7%)	3 (13.6%)
Used two strategies	2 (7.6%)	5 (22.7%)
Used three or more strategies	10 (38.5%)	4 (18.2%)

Table 2 presents the specific literacy strategies used by the 20 MCLA and non-MCLA teachers in treatment schools. Each row in the table represents an individual teacher and his or her grade level, content area, and strategies used during the observed lesson. The most common practices among MCLA teachers included teacher read alouds (N=9) and previewing text (N=7), regardless of the content area taught. Two of the non-MCLA teachers also read aloud during the observation, and three were observed connecting text to students' everyday lives. Although not endorsed as an effective literacy strategy, popcorn reading was observed in one MCLA classroom.

Table 3 presents the literacy strategies used by the 12 control teachers and shows that some of the strategies used are promoted by MCLA. For example, four teachers read aloud during class and three used choral reading strategies during the observation.

Spring Observations

In May 2008, researchers observed only classes taught by MCLA participants completing the final semester of MCLA. RBS focused on these participants rather than assign observers to both treatment and control schools in order to test the reliability of the classroom observation protocol while simultaneously capturing the use of literacy strategies among teachers in MCLA. In all, six researchers conducted paired observations of 10 classes taught by MCLA teachers. With the teachers' permission, the paired observed from the back of the classroom.

Although the team planned to observe an equal number of sixth, seventh, and eighth grade classes, end-of-the-year rescheduling and events (i.e., graduation festivities, picnics, and class trips) resulted in observations of different sections and grade levels than originally planned.

Table 2

**Type of Literacy Strategies Used by non-MCLA and MCLA Teachers
in the Treatment Schools, October 2007 (N=20)**

	Grade	Content Area	Types of Literacy Strategies Used					
MCLA Teachers	6th	ELA	Previewing text	Choral reading	Pre-teaching vocabulary	Activating prior knowledge	Context clue	Connecting text
	7th	ELA	Bubble map	Connecting text				
	6th	ELA	Teacher Reads Aloud	Activating prior knowledge	Monitoring understanding			
	8th	ELA	Teacher Reads Aloud	Previewing text	Monitoring understanding	(Popcorn reading)		
	7th	ELA	Word sorts					
	8th	ELA	Teacher Reads Aloud					
	6th	Science	Activating prior knowledge	Student-generated questions	Questioning for purpose			
	7th	Science	Student-generated questions	Previewing text	Teacher Reads Aloud	Monitoring understanding	Connect-ing text	
	6th	Science	Glossary use					
	7th	Science	Previewing text	Monitoring understanding				
	7th	Science	Monitoring understanding	Previewing text	Question-answer-relationship	Activating prior knowledge		
	8th	Science	Teacher Reads Aloud					
	7th	Social S.	Glossary use	Teacher Reads Aloud	Previewing text			
	8th	Social S.	Teacher Reads Aloud	Choral reading	Monitoring understanding	Previewing text	Word sorts	
Non-MCLA Teachers	6th	Math	Choral Reading					
	8th	Math	Teacher Reads Aloud					
	6th	Math	Teacher Reads Aloud					
	8th	Social S.	Connecting text	Choral Reading	Context clue	Monitoring understanding		
	8th	Social S.	Pre-teaching vocabulary	Connecting text	Etymology			
	7th	Social S.	Connecting text					

Table 3
Type of Literacy Strategies Used by
Control Teachers, October 2007 (N=12)

Grade	Content Area	Type of Literacy Strategies Used					
		Teacher Reads Aloud	Pre-teaching vocabulary	Reflection	Activating prior knowledge	Connecting text	
8th	ELA	Teacher Reads Aloud	Pre-teaching vocabulary	Reflection	Activating prior knowledge	Connecting text	
7th	ELA	Student generating questions	Connecting text				
6th	ELA	Bubble map	Choral reading	Connecting text			
8th	Science	Previewing text	Glossary use				
8th	Science	Monitoring understanding					
7th	Science	Glossary use	Frayer model				
6th	Math	Teacher Reads Aloud	Choral reading	Repeated oral reading			
8th	Math	Glossary use	Pre-teaching vocabulary				
6th	Math	Choral reading					
6th	Social S.	Teacher Reads Aloud	Pre-teaching vocabulary				
8th	Social S.	Activating prior knowledge	Pre-teaching vocabulary	Teacher Reads Aloud	Monitoring understanding	Choral reading	(pop-corn reading)
7th	Social S.	Monitoring understanding					

Evaluators observed one eighth grade class, six seventh grade classes, and three sixth grade classes over a three-day period in May 2008. In half of the observed classes (N=5), students completed end-of-year tests: those in four classes completed formal assessments, and students in another class completed a multiple-choice review before participating in a session using remote-controlled clicking devices to practice for an upcoming formal assessment. The mean length of the observations was 54 minutes and the ten classes had a mean of 18 students, ranging from 15 to 26 students. Evaluators observed three classes each of ELA, science, and social studies, and one mathematics class.

A total of 20 classroom observation protocols were completed for ten classes observed. For the purpose of this summary, RBS randomly selected one of the two protocols that were completed

for each class. A study of the reliability of data collection using the protocol has been conducted and is summarized in a presentation for the 2009 American Educational Research Association Annual meeting, shared separately.

Overall, the analysis of the Spring 2008 data revealed:

- Five of the 10 classes observed were sparsely equipped while the other five were rich in resources. (Interviews with teachers revealed that several had removed materials and reconfigured their classrooms in preparation for the end of school, which ended one week following the observations). Using a four-point scale where a “1” indicates classroom overcrowding, and a “4” indicates adequate space, **observers rated rooms as generally spacious** (i.e., rating seven of the 10 classes at a level of spaciousness). Six in ten classes had desks arranged appropriately for the task (often staggering the arrangement of desks in rows to prevent cheating during examinations). Half (N=5) of the classes had bare walls. Observers noted the presence of posters and other decorations that had been removed from classroom walls. In six of the 10 classes, an evaluator recorded very low availability of books.
- The **cognitive demand level** of observed lessons **was low**. (The mean score was a rating of “2” on a six-point scale across four time intervals where “1” indicates a memory retrieval and a “6” indicates a lesson that requires a high level of creativity and evaluation. See the appendix for cognitive demand levels).
- Eight in ten classes had high student engagement levels for at least three of the four time intervals measured.
- Literacy strategies were implemented in half (N=5) observed. Specific strategies used by teachers are presented below in Table 4.

Table 4

Literacy Strategies Used by Observed MCLA Participants, May 2008 (N=5)

Grade	Content Area	Strategies Used								
		Connecting text	Monitoring understanding	Previewing text	Bubble map	Activating prior knowledge	Teacher reads aloud	Choral reading	Questioning for purpose	Pre-teaching vocabulary
7th	ELA									
6th	ELA	Teacher reads aloud	Monitoring understanding	Questioning for purpose	Activating prior knowledge					
7th	Science	Teacher reads aloud	Previewing text	Etymology						
8th	Science	Glossary use	Context clue							
7th	Social S.	Glossary use								

Appendix

Cognitive Demand Definitions

1 = **Remember**: Retrieve relevant knowledge from long-term memory; recognize, identify, recall

2 = **Understand**: Construct meaning from instructional messages, including oral, written, and graphic communication; interpret; exemplify; classify; summarize; infer; compare; explain

3 = **Apply**: Carry out or use a procedure in a given situation; execute; implement; use

4 = **Analyze**: Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose; differentiate; organize; attribute; outline

5 = **Evaluate**: Make judgments based on criteria and standards; check; coordinate; monitor; test; critique; judge

6 = **Create**: Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure; generate; hypothesize; plan; design; produce; construct

Table A-1: Mean Cognitive Demand Ratings* for Control and Treatment Classrooms Observed in October 2007 (N=48)

	Treatment Classes (N=26)	Control Classes (N=22)	All Classes (N=48)
First 10 Minutes			
Mean	1.96	1.86	1.92
(SD)	0.59	0.77	0.68
Second 10 Minutes			
Mean	2.19	1.95	2.08
(SD)	(.57)	0.89	0.74
Third 10 Minutes			
Mean	2.23	2.27	2.25
(SD)	(.51)	(.88)	(.69)
Fourth 10 Minutes			
Mean	2.15	2.23	2.19
(SD)	(.61)	(.87)	(.73)

Source: RBS Observation Protocol, Fall 2007

* None of the differences was statistically significant. Mean ratings are based on a scale ranging from a low cognitive demand of "1" to a higher level of "6."

Table A-2: Mean Student Engagement Level Ratings* for Control and Treatment Classrooms Observed in October 2007 (N=48)

	Treatment Classes (N=26)	Control Classes (N=22)	All Classes (N=48)
First 10 Minutes			
Mean	2.65	2.81	2.72
(SD)	(.56)	(.50)	(.54)
Second 10 Minutes			
Mean	2.53	2.72	2.62
(SD)	(.58)	(.55)	(.56)
Third 10 Minutes			
Mean	2.61	2.63	2.62
(SD)	(.57)	(.58)	(.56)
Fourth 10 Minutes			
Mean	2.38	2.5	2.43
(SD)	(.69)	(.74)	(.71)

Source: RBS Observation Protocol, Fall 2007

* None of the differences was statistically significant. Ratings are based on a 3-point scale where 1 = low engagement (fewer than 20% of students are on task), 2 = mixed engagement and 3 = high engagement (80% or more are participate).

MEMPHIS STRIVING READERS CLASSROOM OBSERVATION PROTOCOL

Observer Name _____ Date of Observation _____

School: _____ Length of observation: _____

Was the pre-observation interview conducted prior to the observation visit? ☐ Yes ☐ No

Teacher name: _____ and gender: ☐ Female ☐ Male

Class grade you are observing: ☐ 6th ☐ 7th ☐ 8th

Content area: ☐ LA ☐ Math ☐ SS ☐ Science

Adult present in the room *besides* the classroom teacher? ☐ Yes ☐ No

Role of this individual (e.g., is he/she a student teacher or paraprofessional)? _____

students in class 15 minutes into the observation: _____ [# girls: _____ # boys _____]

of non-African American Students: _____

I. Physical Environment (General)

1. Resources (e.g., print materials, globes, technology, subject matter "equipment")

☐ 1 ☐ 2 ☐ 3 ☐ 4

Sparsely Equipped Rich in Resources

2. Classroom space

☐ 1 ☐ 2 ☐ 3 ☐ 4

Crowded Spacious

3. Desk Arrangement

☐ 1 ☐ 2 ☐ 3 ☐ 4

Inappropriate for the activity/does not fit task Appropriate for the activity/fits tasks

4. Bulletin Boards and/or Walls (e.g., student samples and word walls)

☐ 1 ☐ 2 ☐ 3 ☐ 4

Bare, or Used Solely for Decorative Purposes Rich with student work and/or content-relevant materials

5. Availability of Books

☐ 1 ☐ 2 ☐ 3 ☐ 4

Few books within reach, and/or one reading level only Books plentiful, within reach, and/or for varied reading levels



Created by Research for Better Schools, Fall 2007

* Select items were adapted from the CETP Classroom Observation tool developed by Lawrenz, Huffman, and Appeldoorn at the University of Minnesota's College of Education and Human Development (2002).

II. Materials/Technology

Present	Used during observation	
<input type="radio"/>	<input type="radio"/>	Computers (<i>includes handheld and laptops</i>)
<input type="radio"/>	<input type="radio"/>	Computer printers, scanners, or digital cameras
<input type="radio"/>	<input type="radio"/>	Textbook (<i>list citation</i> _____)
<input type="radio"/>	<input type="radio"/>	National Geographic sets (or Grollier sets for math) <i>specify</i> _____
<input type="radio"/>	<input type="radio"/>	Other Books or articles (<i>list citation</i> _____)
<input type="radio"/>	<input type="radio"/>	Other printed materials (<i>e.g., worksheets</i>)
<input type="radio"/>	<input type="radio"/>	Television, VCR/DVD, or radio/CD player to view video, film, or music (includes UnitedStreaming)
<input type="radio"/>	<input type="radio"/>	Interactive display/projector (SmartBoard, CPS, InterWrite SchoolPad)
<input type="radio"/>	<input type="radio"/>	Projector (Overhead projector, LCD projector, TV or monitor used to display static information; includes Powerpoint)
<input type="radio"/>	<input type="radio"/>	Tools (e.g., rulers, calculators, compasses, maps, globes, manipulatives, art supplies, lab equipment)
<input type="radio"/>	<input type="radio"/>	Notebooks (spiral, looseleaf)
<input type="radio"/>	<input type="radio"/>	Other (<i>please list:</i> _____)

III. Classroom Climate (Please circle the rating that best describes your response to items 1 – 7 below.)

	Not at all				To a great extent
1. Instructional time was well structured (clear beginning/end).	1	2	3	4	DK
2. Active participation of all students was encouraged.	1	2	3	4	DK
3. There was a climate of respect for students' experiences/ideas.	1	2	3	4	DK
4. Interactions reflected collaborative working relationships among students.	1	2	3	4	DK
5. Students demonstrated a willingness to question ideas and take intellectual risks.	1	2	3	4	DK
6. The teacher upheld a high level of intellectual rigor	1	2	3	4	DK

Observer Does Not Complete - For administrative use only:

MCLA status: ☐ control school ☐ MCLA ☐ MCLA withdrawn ☐ MCLA never enrolled

Special class: ☐ AVID ☐ Honors ☐ READ 180 ☐ Resource room/special ed. ☐ Other _____

☐ Single-sex (male) ☐ Single-sex (female)



**MSR-COP
Data Matrix**

	Interval 1	Interval 2	Interval 3	Interval 4
Record Interval Start & End Times →	: – :	: – :	: – :	: – :
<i>Instructional Mode(s)</i>				
<i>Literacy Strategy(ies)</i>				
<i>Cognitive Demand</i>				
<i>Level of Engagement</i>				

Instructional Mode Codes

AD	Administrative Tasks	J	Jigsaw	SGD	Small-group discussion
A	Assessment	LC	Learning center/station	SP	Student presentation
CD	Class discussion	L	Lecture	TIS	Teacher/instructor interacting w/ student
DI	Direct, explicit instruction related to a literacy strategy	LWD	Lecture with discussion/whole-class instruction	TA	Think-alouds
DP	Drill and practice (on paper, vocally, computer)	OOB	Out-of-class experience	TPS	Think-Pair-Share
GO	Graphic organizer	TM	Teacher modeling	V	Visualization (picturing in one's mind)
HOA	Hands-on activity/materials	RSW	Reading seat work (if in groups, add SGD)	WW	Writing work (if in groups, add SGD)
I	Interruption	RT	Reciprocal teaching		

Cognitive Demand Codes

- | | |
|-----------------------|--|
| 1 = Remember | Retrieve relevant knowledge from long-term memory (recognize, identify, recall) |
| 2 = Understand | Construct meaning from instructional messages, including oral, written, and graphic communication (interpret, exemplify, classify, summarize, infer, compare, explain) |
| 3 = Apply | Carry out or use a procedure in a given situation (execute, implement, use) |
| 4 = Analyze | Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose (differentiate, organize, attribute, outline) |
| 5 = Evaluate | Make judgments based on criteria and standards (check, coordinate, monitor, test, critique, judge) |
| 6 = Create | Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure (generate, hypothesize, plan, design, produce, construct) |

Level of Engagement Codes

- LE** = low engagement, ≥ 80% of students off-task
ME = mixed engagement
HE = high engagement, ≥ 80% engaged





University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ICL 7155
Focusing on Improving Textbook
Comprehension and Vocabulary Learning
Fall 2007
MCS Teaching and Learning Academy
Tuesdays or Thursdays, 4:15-7:15 (by content
area)

College of Education Norms

- I take 100% responsibility.
- I seek equity of voice.
- I am willing to talk about sensitive issues.
- I listen for understanding.
- I appreciate the strengths and contributions of others.
- I bring positive energy and encouragement to the team.
- I commit to the mission of the college.

ICL 7155: Focus on Improving Textbook Comprehension and Vocabulary Learning

Course Description:

This practice-oriented course explores 1) knowledge of relevant research involving urban populations, 2) essential skills and knowledge to be learned, 3) methods for assessing student knowledge, 4) evidence-based teaching practices, 5) ways of adapting instruction to meet special student needs, and 6) ideas for involving the family and community. Unlike other graduate courses, we will study a relative few concepts in depth and apply them in participants' own classrooms with the assistance of an Instructional Coach (IC).

Primary Texts:

Brozo, W.G., & Simpson, M.L. (2007). *Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Reutzel, D.R., & Cooter, R.B. (2007). *Strategies for reading assessment and instruction: Helping every child succeed* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

*These are provided free to you by the Striving Readers grant. PLEASE BRING THESE AND A TEACHER'S EDITION (TE) FROM ONE OF YOUR TEXTBOOKS USED FOR YOUR CLASSES TO EACH MEETING.

Other available resources:

- A "Curriculum Resource Center (CRC)" is located at your school this semester to assist you with your daily classroom instruction.
- Information related to this course is posted on our website <http://memphisstrivingreaders.org/>

Support of Conceptual Framework:

This is the third of four semesters in a study of scientifically-based literacy strategies that may be applied in subject area and special education classrooms. This course is a major part of the *Memphis Striving Readers Project*, a federally funded program. The MCLA is a joint University of Memphis/Memphis City Schools venture aimed at helping subject area teachers at specially selected middle schools in MCS develop expertise in implementing scientifically-based literacy practices as part of instruction in mathematics, science, social studies, and language arts education so that children living at the poverty level will realize

their full potential in American education. Memphis is one of only eight experimental Striving Readers sites in The United States. Results of our project will be available to help teachers of middle school students all over America achieve their potential.

Course Objectives:

The objective of this course is to assist practicing teachers in improving middle school students' comprehension of textbook readings using the following classroom strategies:

1. Previewing Texts with emphasis on student generated questions.
2. Explicit Instruction of Vocabulary.
3. Comprehension Monitoring.

Schedule, Assignments, Exams, and Grading Criteria:

Note to Mathematics Teachers: MCLA this year offers a specially adapted schedule for math teachers to make this course of study as relevant as possible. Thus, the topics and timeline below may be altered as needed. Your instructor will make you aware of these changes.

Session/ Date (week)	Tentative Topics and Classroom Action Plans (CAPs)*	Related Readings**	Notes
Sessions 1, 2 August 9, 2007	Course Introduction: "The Zone" at The University of Memphis		Dr. Alfred Tatum; Dr. William Tate (The speakers' PowerPoints are posted online at www.memphisstrivingreaders.org)
Session 3 August 21 or 23	Previewing Texts with emphasis on student generated questions	Homework readings assigned in class	
Session 4 August 28 or 30	Previewing Texts with emphasis on student generated questions "THIEVES" Strategy	Reutzel/Cooter text: pp. 309-310 (Reciprocal Teaching Strategy); Brozo/Simpson text: pp. 300-303 (Previewing, Fix-Up Strategies)	Classroom Action Plan #1 assigned & discussed
Session 5 September 4 or 6	Previewing Texts with emphasis on student generated questions		
Session 6 September 11 or 13	Explicit Vocabulary Instruction: Concept Maps		
Session 7 September 18 or 20	Explicit Vocabulary Instruction: Categorizing Using Group-Generated Content Word Walls		
Session 8 September 25 or 27	Explicit Vocabulary Instruction: Repeated Exposures to "Marinate" Students in New Content Vocabulary		CAP #1 Due at this class meeting; CAP #2 assigned

			& discussed
Session 9 October 2 <u>or</u> 4	Comprehension Monitoring: ReQuest Technique		
Session 10 October 9 <u>or</u> 11	Comprehension Monitoring: Question-Answer-Relationships (QARs) Revisited		
Session 11 October 16 <u>or</u> 18	CAP #3 Assigned & Discussed; Final Examination		CAP #3 Assigned & Discussed

* Please note that changes may be made to the course activities and assignments at the discretion of the MCLA Leadership Team.

** All readings and assignments should be completed by the date of the class meeting indicated.

Requirements

Possible Points

Classroom Action Plan (CAP): There will be three (3) Classroom Action Plans (CAP) assigned for you to implement in your classroom. Your Instructional Coach will meet with in August or early September to discuss the procedure for completing this requirement. The CAPs will also be posted on our website, www.memphisstrivingreaders.org. *Following are the deadlines for turning in your completed CAPs:*
CAP #1 is due by not later than class on **September 25/27** (Turn in to your Instructor)
CAP #2 is due by not later than **October 30** (Turn in to your Instructional Coach at Your School)
CAP #3 is due by not later than **December 5** (Turn in to your Instructional Coach at Your School)

Video of a CAP: You will select one of your three CAPs to demonstrate for your Instructional Coach that will be video taped in your classroom. 10

Attendance & Participation: You are expected to attend all class sessions and participate in "Instructional Conversations (IC)" and "Joint Productive Activities (JPA)." Your participation will be evaluated each week by your peers and the instructor. 20

Final Examination: There will be a final examination over the sessions' content, required readings and information provided in the course. The instructor will alert you as to key topics that will be emphasized on this examination, as well as the format of the test. This exam will be "closed book." 20

Grading Scale: A = 93 – 100 points B = 85 – 92 points C = 77 – 84 points
D = 69 – 76 points F = 66 points and below

Implementing Classroom Action Plans: How the Instructional Coaches Will Assist You At Your School

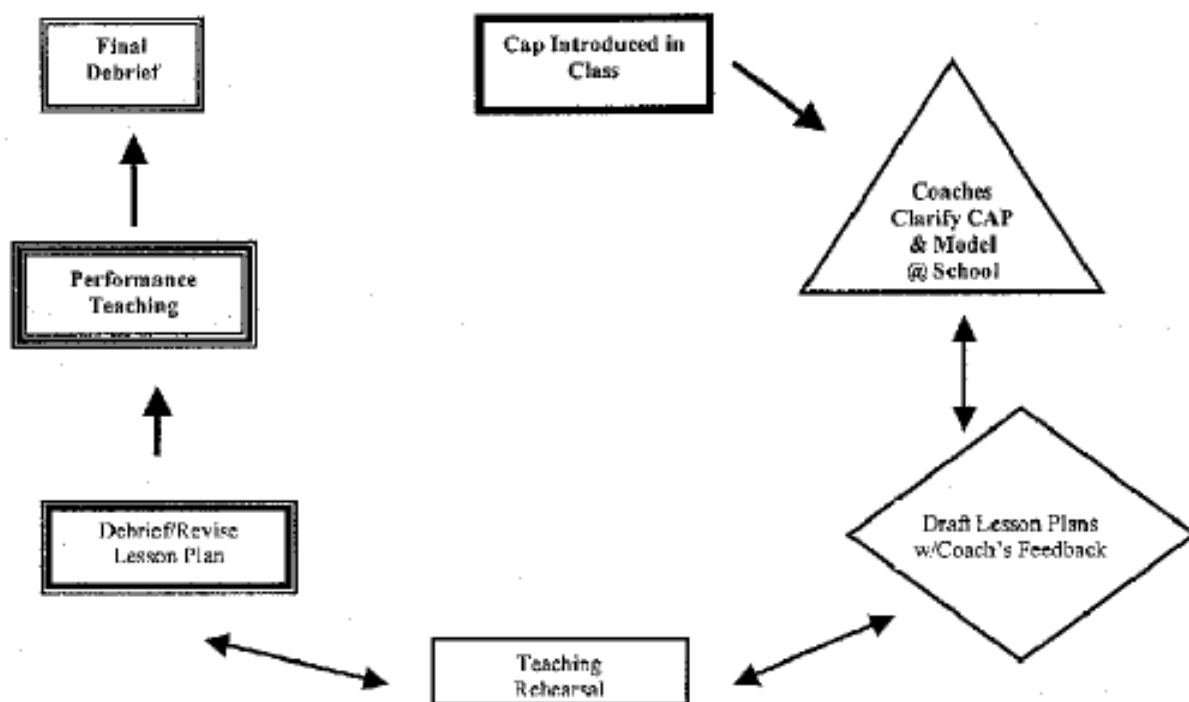
Instructional Coaches (IC) are provided at your school primarily to assist you in implementing Classroom Action Plans (CAPs), find materials and ideas for your classes, and to help you solve any instructional issues you feel will help your students learn. They are also in charge of the new Curriculum Resource Center (CRC) at your school which houses supplemental teaching/learning materials for your instruction. ICs are never put in the position of serving as a teacher appraiser for MCS or the principal-- they are there to be helpful colleague.

Implementing Classroom Action Plans: How the Instructional Coaches Will Assist You At Your School (continued)

In terms of designing and implementing CAPs and your classroom, the ICs will use a routine following these steps:

1. The Classroom Action Plan (CAP) will be introduced in class by your instructor.
2. Your Instructional Coach(es) will meet with you at your school to clarify the CAP further, answer questions, model the strategy as needed, and schedule times and dates to meet with you for future CAP activities.
3. After you draft your lesson plans for carrying out the CAP, your IC will meet with you to review the lesson plans and provide feedback. They will also confirm a time to watch you teach one class session from your plan (called "Teaching Rehearsal").
4. The IC will next observe your "Teaching Rehearsal" and provide feedback (Debrief) later that day or the next day. This Debrief is intended to be a formative assessment and you will not be graded.
5. After your Debrief with the IC following your Teaching Rehearsal, you will revise your lesson plans as needed.
6. "Performance Teaching" is the final step in implementing your CAP and will determine your grade for the CAP. The IC will observe one class session and then Debrief with you again to discuss your execution of the plan and provide helpful feedback.

Following is a model that shows the CAP Coaching Cycle:



Other Course Requirements

Professional Participation: Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assignments on schedule, a willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities.

Attendance Requirements for this Course: Class interactions are critical to professional growth and development. Class attendance and cooperative engagement in class cannot be duplicated in any other way. You are expected to attend all classes for the full time period called for in the schedule. Attendance will be documented at each class period and includes coming late to class or leaving early. Two late arrivals to class and/or early exits total one absence. Class attendance will be reflected in your participation grade. **For every absence, beginning with the second absence, five points will be deducted from your participation grade earned for each absence. Missing three or more classes will result in a failing grade.**

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University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ICL 7008 Seminar in Curriculum Improvement:
Focus on Subject Area Vocabulary,
Comprehension & Fluency
Spring 2008

College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I commit to the mission of the college.

ICL 7008: Seminar in Curriculum Improvement: Focus on Subject Area Vocabulary, Comprehension & Fluency

Course Description:

The Memphis Content Literacy Academy is a practice-oriented course that explores 1) knowledge of relevant research involving urban populations, 2) essential skills and knowledge to learned, 3) evidence-based teaching practices, and 4) ways of adapting instruction to meet special student needs. Unlike other graduate courses, we will study a relative few concepts in depth and apply them in participants' own classrooms with the assistance of a Literacy Coach (LC).

Class Meetings: Time and Locations

SCIENCE & LANGUAGE ARTS TEACHERS

Tuesdays, 4:15-7:15 P.M.

A. Maceo Walker

Science, Room N113

Language Arts, Library

MATHEMATICS & SOCIAL STUDIES TEACHERS

Thursdays, Tuesdays, 4:15-7:15 P.M.

Sherwood Middle School

Math, Room 212

Social Studies, Room 203

Primary Texts:

Brozo, W.G., & Simpson, M.L. (2007). *Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Reutzel, D.R., & Cooter, R.B. (2007). *Strategies for reading assessment and instruction: Helping every child succeed* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

Marzano, R.J., & Pickering, D.J. (2005). *Building academic vocabulary: Teacher's Manual*. Alexandria, VA: Association for Supervision and Curriculum Development.

*These are provided free to you by the Striving Readers grant. PLEASE BRING THESE AND A TEACHER'S EDITION (TE) FROM ONE OF YOUR TEXTBOOKS USED FOR YOUR CLASSES TO EACH MEETING.

Other available resources:

- A "Curriculum Resource Center (CRC)" is located at your school this semester to assist you with your daily classroom instruction.

Support of Conceptual Framework:

This is the final of four semesters in a study of scientifically-based literacy strategies that may be applied in subject area and special education classrooms. This course is a major part of the *Memphis Striving Readers Project*, a federally funded program. The MCLA is a joint University of Memphis/Memphis City Schools venture aimed at helping subject area teachers at specially selected middle schools in MCS develop expertise in implementing scientifically-based literacy practices as part of instruction in mathematics, science, social studies, and language arts education so that children living at the poverty level will realize their full potential in American education. Memphis is one of only eight experimental Striving Readers sites in The United States. Results of our project will be available to help teachers of middle school students all over America achieve their potential.

Course Objectives:

The objective of this course is to assist practicing teachers in improving middle school students' understanding of textbook readings BEFORE, DURING, and AFTER students read an assignment. We will engage in deeper understanding by reviewing and implementing selected strategies in the areas of VOCABULARY learning, COMPREHENSION of subject area texts, and increasing students' READING FLUENCY.

Schedule, Assignments, Exams, and Grading Criteria:

Note to Mathematics Teachers: MCLA this year offers a specially adapted schedule for math teachers to make this course of study as relevant as possible. Thus, the topics and timeline below may be altered as needed. Your instructor will make you aware of these changes.

Session/ Date (week)	Tentative Topics and Classroom Action Plans (CAPs)*	Assignments & Other Critical Information
Session 1 January 15,17	Course Introduction; <u>VOCABULARY LEARNING</u> Key Question: What can teachers do to help students learn subject area <u>vocabulary</u>.... <ol style="list-style-type: none"> 1. BEFORE students read their assignments, 2. DURING their reading assignments, and 3. AFTER they have finished their readings? 	Pick a <u>vocabulary</u> strategy and use it in your class. Bring student artifacts to Session 3. CAP #1 distributed
Session 2 January 22, 24	Demonstrations of BEFORE, DURING, AFTER strategies that build vocabulary knowledge	Bring to Session 3 an identified unit of study, SPI, multi-level materials, modeling example, and a grouping strategy for using your vocabulary strategy
Session 3 January 29, 31	In-class work session to prepare for CAP #1	Schedule a time with your Literacy Coach to review your plans for CAP #1.

Session 4 February 5, 7	<u>READING COMPREHENSION</u> Key Question: What can teachers do to help students better <u>comprehend</u> subject area readings.... 1. <i>BEFORE</i> students read their assignments, 2. <i>DURING</i> their reading assignments, and 3. <i>AFTER</i> they have finished their readings?	Pick a <u>comprehension</u> strategy and use it in your class. Bring student artifacts to Session 3. CAP #2 distributed
Session 5 February 12, 14	Demonstrations of BEFORE, DURING, AFTER strategies that build <u>reading comprehension</u>	Bring to Session 7 an identified unit of study, SPI, multi-level materials, modeling example, and a grouping strategy for using your comprehension strategy. CAP # 1 DUE TO INSTRUCTOR
Session 6 February 19, 21	In-class work session to prepare for CAP #2	Schedule a time with your Literacy Coach to review your plans for CAP #2.
Session 7 February 26, 28	<u>READING FLUENCY</u> Key Question: What can teachers do to help students read with better <u>fluency</u> their subject area materials.... 1. <i>BEFORE</i> students read their assignments, 2. <i>DURING</i> their reading assignments, and 3. <i>AFTER</i> they have finished their readings?	Pick a <u>reading fluency</u> strategy and use it in your class. Bring student artifacts to Session 9. CAP #2 distributed
Session 8 March 4, 6	Demonstrations of BEFORE, DURING, AFTER strategies that build <u>reading fluency</u>	Bring to Session 10 an identified unit of study, SPI, multi-level materials, modeling example, and a grouping strategy for using your reading fluency strategy
Session 9 March 11, 13	In-class work session to prepare for CAP #3	Schedule a time with your Literacy Coach to review your plans for CAP #3.
Session 10 April 22, 6 pm	Laureate Ceremony (required session) for the Memphis Striving Readers Project at The Rose Theatre, University of Memphis. Bring a “significant other” to our celebration!	

* Please note that changes may be made to the course activities and assignments at the discretion of the MCLA Leadership Team.

** All readings and assignments should be completed by the date of the class meeting indicated.

Requirements	Possible Points
<p>Classroom Action Plan (CAP): There will be three (3) Classroom Action Plans (CAP) assigned for you to implement in your classroom. Your Instructional Coach will meet with in August or early September to discuss the procedure for completing this requirement. The CAPs will also be posted on our website, www.memphisstrivingreaders.org. <i>Following are the deadlines for turning in your completed CAPs:</i></p> <p><i>CAP #1 is due</i> by not later than class on February 12 or 14 (Turn in to your <u>Instructor</u>)</p> <p><i>CAP #2 is due</i> by not later than March 14 (Turn in to your <u>Literacy Coach at Your School</u>)</p> <p><i>CAP #3 is due</i> by not later than April 11 (Turn in to your <u>Literacy Coach at Your School</u>)</p>	60

Attendance & Participation: You are expected to attend all class sessions and participate in “Instructional Conversations (IC)” and “Joint Productive Activities (JPA).” Your participation will be evaluated each week by your peers and the instructor. 40

OPTIONAL FOR 20 POINTS OF BONUS CREDIT...

Video of a CAP: Select one of your three CAPS to demonstrate to your Instructional Coach, and that will be video taped in your classroom.

Grading Scale: A = 93 – 100 points	B = 85 – 92 points	C = 77 – 84 points
D = 69 – 76 points	F = 66 points and below	

Implementing Classroom Action Plans: How the Literacy Coaches Will Assist You At Your School

Literacy Coaches (LC) are provided at your school primarily to assist you in implementing Classroom Action Plans (CAPs), find materials and ideas for your classes, and to help you solve any instructional issues you feel will help your students learn. They are also in charge of the new Curriculum Resource Center (CRC) at your school that houses supplemental teaching/learning materials for your instruction. LCs are never put in the position of serving as a teacher appraiser for MCS or the principal-- they are there to be helpful colleague.

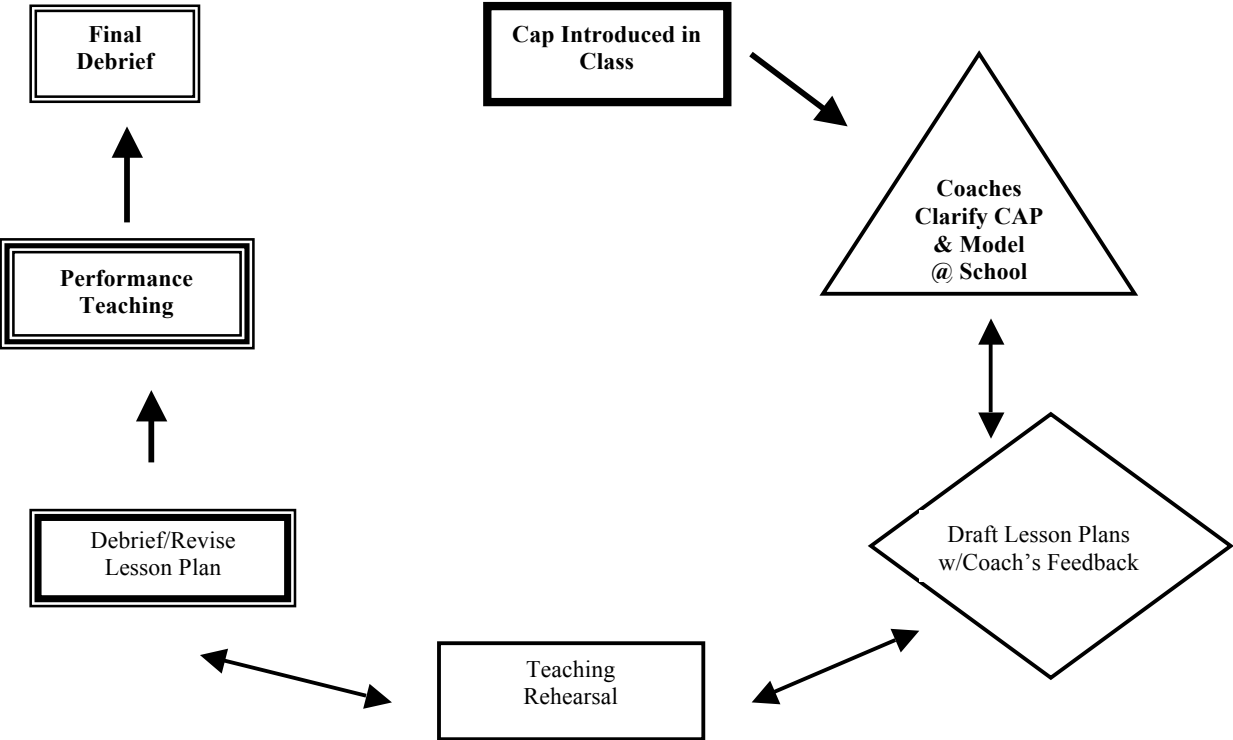
Implementing Classroom Action Plans (CAPs): How the Instructional Coaches Will Assist You At Your School (continued)

In terms of designing and implementing CAPs and your classroom, the ICs will use a routine following these steps:

1. The Classroom Action Plan (CAP) will be introduced in class by your instructor.
2. Your Literacy Coach(es) will meet with you at your school to clarify the CAP further, answer questions, model the strategy as needed, and schedule times and dates to meet with you for future CAP activities.
3. After you draft your lesson plans for carrying out the CAP, your LC will meet with you to review the lesson plans and provide feedback. They will also confirm a time to watch you teach one class session from your plan (called “Teaching Rehearsal”).
4. The LC will next observe your “Teaching Rehearsal” and provide feedback (Debrief) later that day or the next day. This Debrief is intended to be a formative assessment and you will not be graded.
5. After your Debrief with the LC following your Teaching Rehearsal, you will revise your lesson plans as needed.

6. “Performance Teaching” is the final step in implementing your CAP and will determine your grade for the CAP. The IC will observe one class session and then Debrief with you again to discuss your execution of the plan and provide helpful feedback.

Following is a model that shows the **CAP Coaching Cycle**:



Other Course Requirements

Professional Participation: Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assignments on schedule, a willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities.

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Memphis Content Literacy Academy

Instructor's Outline

Session 4: Science, Social Studies, ELA

Semester I, Fall, 2007

From the syllabus...

Session 4	Improving Comprehension: Previewing Text with emphasis on student generated questions	<i>Resource:</i> <i>Brozo & Simpson text</i> Resources for test development – textbooks, articles, trade books	CAP #1 “THIEVES” STRATEGY
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<i>SESSION SEQUENCE & TIME ALLOCATIONS (APPROXIMATE)</i>	<i>INSTRUCTOR NOTES & KEY LANGUAGE TO SAY</i>
<i>WELCOME & INTRODUCTION</i>	<p style="text-align: center;">(15-20 MINUTES)</p> <p>Place the students' folders out on a table along with handouts you want them to pick up when they come in. Also ask them to sign in so you will have a record of attendance.</p> <ol style="list-style-type: none"> 1. Welcome everyone back 2. Review the class norms and emphasize that we are a community of scholars, we value everyone's knowledge and experiences, and we need to have equity of voice.
<p style="text-align: center;">TEACHER MODELING</p> <p>Teacher models previewing lesson.</p> <p>Select a portion from the textbook of your content area or an appropriate article to model the strategy.</p> <p>Chart the responses.</p>	<p>Say – You practiced the T.H.I.E.V.E.S strategy in our last session and read Manz' article about it. Now I will think aloud as I model the strategy. Please take notes as I do. When I'm done, I'll ask you to share your observations.</p> <p>Make a list as participants tell you their observations.</p> <p>Say - What did you notice?</p> <p>In modeling for your class, be sure to explain the steps in the strategy, but ALSO include the thinking/research behind what you are saying. Sometimes, in talking about the strategy to your MCLA teachers, you might suggest—“When modeling for the children, you might say something like this—‘In the first step of THIEVES, we look at the title of the selection. This is so that we can open</p>

	<p>the “file drawer” in our brain that has that information. So, if the title is, say, INTERNET, right away we start thinking about everything we know about computers, the Internet, ways we like to use the Internet.’ ” This is emphasizing the first step in the strategy and offering the teachers some approximate language they could use in modeling for their children. However, we should also explain to the MCLA teachers WHY we think this strategy (and each step) is worth doing. For example, you might say, “The first steps of the THIEVES strategy involving previewing the title and headings, is based on strong research on schema theory and activating background knowledge. When students first focus on these parts of the selection, they are actually alerting the brain as to what the topic is about so past knowledge and experiences can be brought to mind. It is somewhat like going to the brain’s file cabinet on that topic (“technology” in the example above), and opening the correct drawer and file folder (“Internet”). There is probably some known information already in the child’s brain-file folder (prior knowledge) and, with that file now open, new information can be added (new knowledge). Thus “modeling” means thinking out loud for the children learning a strategy about how the teacher (the expert) would use the new strategy so that the learner (the apprentice) will “see” what the strategy looks like when used correctly.</p>
DISCUSS THE CAP	<p>Let’s look at your CAP.</p> <p>What are the expectations? (Read, review and clarify as needed.)</p>
TRANSITION TO GRADE LEVEL GROUPS	<p>Provide for 3 groups; explain as necessary:</p> <p>Instructional Conversation – Discuss the homework</p> <p>Joint Productive Activity #1 – Work on CAP</p> <p>Joint Productive Activity #2 – Develop a pre and post assessment</p>

<p>INSTRUCTIONAL CONVERSATION (30 - 40 Minutes)</p> <p>Discuss the homework.</p> <p>Share student generated questions.</p> <p>Review the articles</p> <p>Discuss student and teacher perceptions. Post student questions in some part of the room.</p>	<p>Say - Let's discuss the articles that you read.</p> <p>What did you learn?</p> <p>How did the T.H.I.E.V.E.S strategy support setting purposes for reading?</p> <p>How did the students respond to The Question Game? What were your thoughts?</p>
<p>JOINT PRODUCTIVE ACTIVITY #1: (30 - 40 Minutes)</p> <p>Plan for CAP.</p>	<p>Say – In this group, you'll have the opportunity to plan your CAP and how you will implement the previewing strategy in your classroom.</p> <p>You'll have about 30 – 40 minutes to work with your group, a partner or independently.</p> <p>Be prepared to display your work for a gallery walk and report your progress at the end of class.</p>

<p>JOINT PRODUCTIVE ACTIVITY #2</p> <p>Develop and pre- and post-test.</p> <p>You may want to decide as a class how long between the pre- and post-tests.</p> <ul style="list-style-type: none"> • Note: The Raygor Readability formula is included with the JPA sheets. 	<p>Say - since we are doing “research,” we want to be able to see if our use of the strategy works. In order to assess its effectiveness, we’d like each content area and grade to develop a pre and post test – the first to be administered to our students before we begin teaching them the THIEVES strategy along with question generation - the post test to be administered within a reasonable amount of time after we’ve begun teaching the strategy. There could be anywhere from one to six weeks time between administrations.</p> <p>Please see the directions for this JPA.</p>
<p>DEBRIEF/SHARE/GALLERY WALK</p>	<p>Discuss the observations and outcomes of the 3 groups.</p> <p>Conduct gallery walk for the CAPs and assessments.</p>

<p style="text-align: center;">HOMEWORK</p> <p>T.H.I.E.V.E.S. THINK SHEET Two articles: Read selection from Tovani's book, <i>Do I Really Have to Teach Reading?</i> Read chapter 1 of <i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i> by Robert Marzano. http://www.ascd.org/portal/site/ascd/template.chapter/menuitem.b71d101a2f7c208cdeb3ffdb62108a0c/?chapterMgmtId=9427a2948ecaff00VgnVCM1000003d01a8c0RCRD</p>	<p>For homework, we're asking you to read two articles, one by Cris Tovani, who, as you know, is an expert in the field of secondary reading, and the other by Robert Marzano, a noted expert in the field of educational leadership and best practices.</p> <p>Use the T.H.I.E.V.E.S. THINK SHEET to preview the two texts.</p> <p>Select 2 "golden lines" – powerful or interesting quotes – from each of the texts. Be prepared to share and tell why you chose the "golden lines".</p>
<p style="text-align: center;">CLOSURE</p>	<p>Say – We'll close this evening by completing a "3-2-1 exit slip." Answer the following questions on a 3 by 5 card or half sheet of paper.</p> <ol style="list-style-type: none"> 1. Write 3 specific ideas that you learned in this session that you will use in your CAP. 2. Write 2 "big ideas" that were meaningful to you from the readings or from someone else in the class. 3. Write 1 word that describes your work on this CAP.
<p style="text-align: center;">Class Evaluation & Reflections</p>	<p>Distribute the class evaluation sheet to all students and ask them to complete it and place in the envelope provided. They should not put their names on the evaluation.</p> <p>Also ask them to write 3-4 sentences of reflection about tonight's class session. They should place their reflection in their folder and drop it off on the way out. This is their "ticket out" each class session.</p>

Classroom Action Plan (CAP) #1 – Fall 2007
(Science, Social Studies, ELA)
PREVIEWING TEXT/Emphasis on STUDENT GENERATED QUESTIONS

Name _____ School _____

Subject Area/Grade Level _____ Date Assigned: August 28/30

Implementation Goal: Your task is to help your students work in small groups to preview a chapter in their textbook and another selection relevant to your curriculum using the **T.H.I.E.V.E.S.** strategy while emphasizing student generated questioning.

Due: September 25 or 27 (when your class meets this week)

Directions: Develop lesson plans and execute the following for at least one of your classes over the course of 3-5 days. Note: Please have your Literacy Coach(es) sign and date each stage of your CAP implementation, then return when completed to your MCLA instructor by the Due Date.

Step 1: Administer the pre-assessment that you developed with your team to your selected group of students.

Step 2: Model previewing and question generation from your textbook, or from a supplemental text (such as the new National Geographic materials). Use the guidelines for previewing distributed in class at your last session.

Step 3: Have students work in small groups (3 or 4) to come up with a graphic organizer or visual for “Tips for Previewing” This should come immediately after you have modeled previewing with question generation of the passage in Step 2, if possible.

Step 4: Have students share their graphic organizer for “Tips for Previewing” by group. Post their products in your room.

Step 5: JOINT PRODUCTIVE ACTIVITY (JPA). Assign a chapter to preview from your textbook (or a supplemental reading) that goes along with your current curriculum. Divide students into pairs and ask them to work together completing the T.H.I.E.V.E.S. Think Sheet. Share summaries.

Step 6: Once they have done this exercise, ask them to help you complete a Previewing SUMMARY CHART (GROUP) similar to the Oral Retelling Summary Chart we discovered last year in MCLA (a copy is attached).

Step 7: Administer the post-test to your selected group of students.

Raygor Readability Formula

ORAL RETELLING SUMMARY CHART (GROUP)

SUMMARY	VOCABULARY	CONNECTIONS
<i>What are the key points from this passage you identified in your retellings?</i>	<i>What were the important vocabulary words from this selection?</i>	<i>How does this new information connect to what you already know?</i>
	<i>What were the words that were problems for one or both of the readers?</i>	<i>How does this information connect to your life?</i>

CAP #1: Teacher – Literacy Coach Conferences Documentation**Teacher:** _____**Subject Area:** _____ **School:** _____

Activity	Date	Coach's Signature
Attended CAP Modeling/Discussion Session led by the Literacy Coach(es)		
Lesson Plan Discussed with Literacy Coach Prior to Teaching		
Literacy Coach Observes Teaching Rehearsal		
Debrief with Literacy Coach/Revise Lesson Plan as Needed		
Performance Teaching Observed by Literacy Coach		
Final Debrief with Literacy Coach		

JOINT PRODUCTIVE ACTIVITY #1:***Developing your CAP***

1. **Work in your small group or with a partner to begin developing your CAP.**
2. **Reproduce your plan on chart paper and post for the gallery walk.**
3. **Be prepared to report your ideas, progress and reflections.**

JOINT PRODUCTIVE ACTIVITY #2:**Develop Pre- and Post-Assessments**

Since we are doing “research,” we want to be able to see if our use of the strategy that we are learning about actually works!

In order to assess its effectiveness, we’d like each grade in each content area to develop a pre- and post-test – the first to be administered to our students **before** we begin teaching them the T.H.I.E.V.E.S strategy along with question generation – the post-test is to be administered within a reasonable amount of time after we’ve begun teaching the strategy.

There could be anywhere from one to six weeks time between administrations. Your class should decide the length of the teaching/intervention period.

1. **Select two (2) chapters from your textbook or two (2) journal articles (or trade books) related to your content that have similar difficulty –one to be used as a pre-test and the other to be used as a post-test.**
2. **Use the “Raygor readability formula” and graphs provided to assist you in determining the reading levels (i.e., difficulty) of your readings.**
3. **Develop an 8 to 10 item assessment (questions) for both documents; try to have identical question stems. Included are Bloom’s “question stems” for your convenience. Try to create higher level questions (the ones NOT in the shaded box).**
4. **Develop an answer sheet (key).**

Bloom's Taxonomy of Questioning (i.e., "Question Stems")

KNOWLEDGE – Identification and recall of information

Who, what, when, where, how?
Describe...

COMPREHENSION – Organization and selection of facts and ideas.

Retell _____ in your own words.
What is the main idea of _____?

INFERENTIAL LEVEL (HIGHER ORDER THINKING)

APPLICATION – use of facts, rules, principles

How is _____ an example of _____?
How is _____ related to _____?
Why is _____ significant?

ANALYSIS – Separation of a whole into component parts

What are the parts or features of _____?
Classify _____ according to _____.
Outline/diagram/web _____.
How does _____ compare/contrast with _____?
What evidence can you list for _____?

SYNTHESIS – Combinations of ideas to form a new whole

What would you predict/infer from _____?
How would you create/design a new _____?
What might happen if you combined _____ with _____?
What solutions would you suggest for _____?

EVALUATIVE LEVEL (HIGHER ORDER THINKING)

EVALUATION – Development of opinions, judgments, or decisions

Do you agree _____?
What do you think about _____?
What is the most important _____?
How would you prioritize _____?
How would you decide about _____?
What criteria would you use to assess _____?

REFLECTIONS: [One full page; abbreviated here for space only]

DIRECTIONS FOR HOMEWORK

READING ASSIGNMENT:

Tovani, Cris. (2004). *Do I really have to teach reading?* Stenhouse Publishers, pp. 26 – 31.

Marzano, Robert. (August 2004) *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, Chapter 1.

- 1. Use the **T.H.I.E.V.E.S. THINK SHEET** to preview the two texts.
- 2. Select 2 “golden lines” – powerful or interesting quotes – from each of the texts. Be prepared to share and tell why you chose the “golden lines”.

Quotes	Why did I select the quote? What are my connections to it? Why is it meaningful to me?
Tovani’s <i>Do I really have to teach reading?</i>	
1.	
2.	
Marzano’s <i>Building Background Knowledge for Academic Achievement: Research on What Works in Schools</i> , Chapter 1.	
1.	

Today in this class did I see evidence that

Date _____

The teachers and students learned together?

yes

no

I learned new terminology in this field or expanded my understanding?

yes

no

- | | | |
|---|-----|----|
| • I understand how I can or will use this information either in my teaching or my life? | yes | no |
| • I felt challenged and asked to think critically? | yes | no |
| • I was engaged in more dialogue rather than lecture? | yes | no |

Today in this class did I see evidence that

Date _____

- | | | |
|---|-----|----|
| • The teachers and students learned together? | yes | no |
| • I learned new terminology in this field or expanded my understanding? | yes | no |
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Date _____

- | | | |
|---|-----|----|
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| • I was engaged in more dialogue rather than lecture? | yes | no |

MY REFLECTIONS ON THIS CLASS SESSION:

[RBS abbreviated this section to conserve space; participants are given more space to write reflections]

GALLERY WALK REFLECTIONS

Question: What new insights did you learn from viewing your colleagues' CAPs?

Year 2 Summary of Memphis Content Literacy Academy Observations

Staff from Research for Better Schools (RBS) and Edvantia observed 12 professional development sessions conducted between August 2007 and February 2008 as part of the evaluation of the Memphis Content Literacy Academy (MCLA). This summary describes the common themes that emerged from the set of observations and provides an overview of the MCLA course structure.

Evening Course Observations

The MCLA course observations were conducted during nine (47%) of 19 weeks that the Year 2 course was offered to participating teachers. Specifically, evaluators observed two sessions in mathematics, three in English/Language Arts (ELA), three science sessions, and four social studies sessions on the following dates:

- August 21, 2007
- August 23, 2007
- September 6, 2007
- September 11, 2007
- September 20, 2007
- September 25, 2007
- October 9, 2007
- October 11, 2007
- January 17, 2008
- January 24, 2008
- February 12, 2008
- February 21, 2008

One of the major changes to MCLA during Year 2 was the integration of components of the pedagogical model developed by the Center for Research in Education, Diversity & Excellence (CREDE) at the University of California, Berkeley. The result of this change was that the majority of each class period was spent in small-group activities and relied very little on whole-group instruction. MCLA integrated the vocabulary of the CREDE model, including terms such as language and literacy instructional conversation, and joint productive activity (JPA). MCLA also adopted reflective journaling and self-evaluation. **Participating teachers wrote a reflection at the end of 10 of 12 observed class sessions**, and completed an evaluation form in nine of 12 sessions asking if they learned new terminology, expanded their understanding of concepts, understood how to use the information presented, felt challenged or had been asked to think critically during the class, and were engaged in more dialogue than lecture.

Classroom Structure

MCLA instructors emphasized the importance of adhering to the University of Memphis College of Education Norms in 11 of the 12 observed classes. The norms were generally discussed briefly at the beginning of each class, although this discussion was occasionally expanded to include activities (e.g. reading an article and playing a guessing game) related to the college norms, which require participants to:

- take responsibility for their actions
- seek equity of voice
- be willing to discuss sensitive issues
- listen for understanding
- appreciate others' contributions
- bring positive encouragement to the team.

Most of the MCLA classes employed a mix of instruction and practice in use of literacy strategies, but typically, participating teachers were actively engaged in the application of strategies and the discussion of the usefulness of each strategy within their own classroom. A PowerPoint lecture was conducted during one of the observed sessions, but otherwise very little lecture occurred during the MCLA sessions. Instructors often introduced new concepts through articles and handouts, which were sometimes read silently by the participants and other times read aloud. **Some sessions employed the structure of modeling a strategy, then provided guided practice in the strategy, and then independent practice.** This sequence occurred in five of the observed sessions and was used both by MCLA instructors and teachers conducting demonstration lessons. The think-pair-share technique was utilized in four of the observed sessions, and participants used **graphic organizers** during four of the observed sessions; this **occurred evenly across the content areas.**

During Year 2, nine of 12 observed classes used joint productive activities (JPAs), or small group activities that require participants to collaborate on an assigned task in order to produce a common, shared product. Assigned JPA tasks included such activities as creating word sorts, designing Frayer models, and writing commercials to promote a literacy strategy. Group members evaluated each other's performance during the JPA using a rubric. The JPA was generally followed by a gallery walk during which participants exhibit their final products and a brief presentation by each group that explained their product. **The JPA was used consistently across the content areas.**

Each of the two semesters had stated themes that were shared with the participants during the first class of that semester. The **three themes of the Fall 2007 semester were previewing text with an emphasis on student-generated questions, explicit instruction in vocabulary, and comprehension monitoring.** Participants learned new literacy strategies as well as integrating previously learned strategies in order to build upon these themes. **The three stated areas during the Spring 2008 semester were identical to those of MCLA overall: vocabulary, comprehension, and fluency.** Each area was addressed in a three-week cycle; the key strategies would be reviewed during the first week, teachers would model the strategy through presentation lessons during the second week, and then work collaboratively to develop their classroom action plans (CAPs) during the third week. **Participants were not learning new strategies during the second semester, but rather practicing classroom applications of strategies.** The literacy strategies/themes for each class were identical for each of the four content areas, although the materials used for application of the strategies (such as articles or others texts) as well as the individual strategies chosen when teachers were given a choice (such as during a JPA or for a presentation lesson) varied across content area classes. **MCLA material presented linked explicitly to district standards or Student Performance Indicators (SPI) in one of the 12 observed sessions.** **Although research supporting the use of each strategy was sometimes presented to participants, this occurred during only half of the sessions.** Furthermore, this research was generally presented in the form of a handout or article and was rarely made explicit by the instructor.

Much of the focus of each class was on the application of literacy strategies. Explicit instruction was provided for the ReQuest technique, Frayer model, and various types of graphic organizers and word walls. The syllabus and course scripts suggest that sessions that were not observed

provided instruction in the THIEVES strategy. Concepts were sometimes carried from week to week; for example, a lesson on academic word walls was followed by one on word sort strategies for academic word walls, which was then followed by a lesson in using a word wall as a graphic organizer to create a written retelling of the narrative. Teachers were also engaged in activities that required them to apply and analyze previously-learned strategies. For example, participants practiced the Frayer model by creating a model of another vocabulary strategy. Some strategies from Year 1 that were included in Year 2 assignments include bubble maps, anticipation guides, reciprocal teaching, 3-2-1 strategy, student-generated questions, QRTA, QAR, oral retelling, concept cards, SEARCHES method, and semantic features analysis. Bloom's taxonomy was also mentioned frequently across the content areas.

Curriculum Resource Referrals

The MCLA professional development sessions also helped teachers to identify resources to support literacy instruction. In addition to textbooks and articles provided as part of the course, participants were often referred to additional resources either within their schools or online. The curriculum resource center (CRC) located in each school was mentioned during five observed sessions and was listed as a resource on the syllabus; the instructors encouraged participants to visit the CRC and discussed how to integrate CRC materials into different lessons. Participants were urged to visit the MCLA website during three class sessions, and were directed to websites with additional material (such as graphic organizers and lists of state vocabulary words) during other sessions. A content-area teacher introduced the Visual Thesaurus, a software program purchased by MCS Schools, during two class sessions; one of these discussions involved an active demonstration of the program.



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
RDNG 8553
Advanced Reading Instruction for the
Special Learner:
MCLA Principals' Fellowship
Dr. Robert B. Cooter, Jr.
University Distinguished Professor
Office: 320 Ball Hall
E-mail: rcooter@memphis.edu
Phone (office): 901-678-5938
Fall 2007-Spring 2008
Location: TBA
Tuesdays (Monthly) 4:30-7:30

College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I commit to the mission of the college.

RDNG 8553: Advanced Reading Instruction for the Special Learner: ***MCLA Principals' Fellowship***

Course Description:

The MCLA Principals' Fellowship is a new initiative for specially invited middle school principals and assistant principals serving Memphis City Schools. As part of the federally funded *Striving Readers Grant*, "Fellows" participate in a monthly seminar series focusing on the management of successful school-wide reading programs, and is an essential support to *The Memphis Content Literacy Academy*.

This course, which is required by the grant, focuses primarily on *content area reading instruction* for grades 6-8 and is intended to serve as a professional development opportunity and a graduate course credential for principals furthering their education.

This is a **three (3) semester hour** graduate credit course. Like other courses, it will focus on recent research and best practices in the field of literacy education. *Unlike* most other courses, you will have an opportunity to 1) enjoy the benefit of collaboration with other Memphis principals in problem solving and other constructive activities, 2) learn of emerging funding and/or training opportunities for your school, and 3) have access to the *Memphis Content Literacy Academy* content (in summary form) being shared with your participating teachers.

Instructors: Dr. Robert Cooter is the host professor for this course. He will be joined at each Fellowship session by Professor Kathleen S. Cooter (Lead Fellowship Designer & Coach) and Dr. Ric Potts (MCS Striving Readers Co-PI).

Primary Texts:

Brozo, W.G., & Simpson, M.L. (2007). *Content Literacy for Today's Adolescents: Honoring Diversity and Building Competence* (5th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Reutzel, D.R., & Cooter, R.B. (2007). *Strategies for reading assessment and instruction: Helping every child succeed* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

*These are provided free to you by the Striving Readers grant. PLEASE BRING THESE AND A TEACHER'S EDITION (TE) FROM ONE OF YOUR TEXTBOOKS USED FOR YOUR CLASSES TO EACH MEETING.

Other available resources:

- A "Curriculum Resource Center (CRC)" is located at your school this semester to assist you with your daily classroom instruction.
- Information related to this course is posted on our website <http://memphisstrivingreaders.org/> and at <https://umdrive.memphis.edu/rcooter/public/>

Support of the U of M College of Education Conceptual Framework:

This is the second of two courses focusing on scientifically-based literacy strategies that may be applied in subject area and special education classrooms. This course is a major part of the *Memphis Striving Readers Project*, a joint University of Memphis/Memphis City Schools venture aimed at helping subject area teachers at specially selected MCS middle schools develop expertise in implementing scientifically-based literacy practices as part of instruction in mathematics, science, social studies, and language arts education so that children living at the poverty level will realize their full potential in American education. Memphis is one of only eight experimental Striving Readers sites in The United States. Results of our project will be available to help teachers of middle school students all over America achieve their potential.

Course Objectives:

The objective of this course is to assist practicing teachers in improving middle school students' comprehension of textbook readings using the following classroom strategies:

- *To help Fellows achieve their goals concerning student achievement and attaining "AYP."*
- *To establish a cadre of middle school principals participating in the Memphis Content Literacy Academy during 2007-2008 to learn about, establish, and manage effective school-wide literacy programs across all content areas.*
- *To help Fellows understand in detail the significance of the Memphis Content Literacy Academy, and their leadership role in improving literacy instruction in their schools.*
- *To bring together Fellows for information sharing and problem-solving relative to establishing building-wide literacy programs.*
- *To develop coaching skills with the Fellows that will help them mentor their teachers as they implement the Memphis Content Literacy Academy strategies.*
- *To provide incentives for the selected principals for continuing to develop their skills as building-level leaders primarily through graduate course credit at the University of Memphis, furnishing of necessary books and non-print materials for their professional libraries, a modest stipend for participation, and receipt of a special Fellows certificate at the end of the 2007-2008 program of study.*

Schedule, Assignments, Exams, and Grading Criteria:

Session/ Date (week)*	Fellowship Topics**	Notes
Sessions 1, 2 August 9, 2007	Course Introduction: “The Zone” at The University of Memphis	Dr. Alfred Tatum; Dr. William Tate (Note: The speakers’ PowerPoints are posted online at www.memphisstrivingreaders.org)
Session 3 September 11 Location: 440 Goodwyn	Topics: <ol style="list-style-type: none"> 1. Looking at Your Test Scores & Sharing SR Research 2. What your teachers say they need: Data from Our Focus Groups 3. The NEW MCLA Coaching Model (explanation included at the end of the syllabus) 4. MCLA Update: Previewing Texts with emphasis on student generated questions 	Classroom Action Plan (CAP) #1 for MCLA teachers will be discussed at this session with the Literacy Coaches present.
Session 4 Location: Sherwood Middle School October 9 Location: Sherwood Middle School	Topics: <ol style="list-style-type: none"> 1. Getting Ready for TCAP: School-wide strategies 2. MCLA Update: Explicit Vocabulary Instruction Strategies 	Classroom Action Plan (CAP) #2 for MCLA teachers will be discussed at this session with the Literacy Coaches present.
Session 5 November Location: A. Maceo Walker Middle School	Topics: <ol style="list-style-type: none"> 1. Tools for Observing & Evaluating a Striving Readers Teacher 2. Getting the Most Out of Read 180 (MCLA Coaches’ Presentation) 3. MCLA Update: Comprehension Monitoring Strategies 	Classroom Action Plan (CAP) #3 for your teachers will be discussed at this session with the Literacy Coaches present.
Session 6 December Location: 440 Goodwyn	Topics: <ol style="list-style-type: none"> 1. TCAP Prep in Writing: Progress Reports from the Fellows 2. Mathematics: Special MCLA Interventions 	
Session 7 January Location: Hamilton Middle School	Topics: <ol style="list-style-type: none"> 1. Middle School Parental Involvement 2. MCLA Update: CAPs for Spring Semester 	Classroom Action Plan (CAP) #4-6 for MCLA teachers will be discussed at this session with the Literacy Coaches present.
Session 8 February Location: Sherwood Middle School	Topics: <ol style="list-style-type: none"> 1. Fellows’ Choice (TBD) 2. MCLA Update 3. Tools for Evaluating CAPs 4-6 	

Session 9 March Location: 440 Goodwyn	Topics: 1. Fellows' Choice (TBD) 2. MCLA Update 3. Life After MCLA: Resources for Striving Readers Partner Schools	
Session 10 April 22, 6pm (tentative) Rose Theatre Univ. of Memphis	Just the Beginning: Memphis Striving Readers/MCLA Laureate Program & Ceremony (Required of all MCLA Teachers and Principal Fellows)	

** Dates and locations for Fellowship meetings will be confirmed at our session on Sept. 11.*

*** Please note that changes may be made to the course activities and assignments to accommodate the needs of the Fellows.*

Course Requirements

This is primarily a discussion and practice-oriented, performance based course. Thus, it is crucial that all participants not only absorb the information presented through joint discussion, readings and classroom experiences, but find ways to formally include new strategies gleaned from the Fellowship in the principal's school improvement plan.

Professional Participation: Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assignments on schedule, a willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities.

Attendance Requirements for this Course: Class interactions are critical to professional growth and development. Class attendance and cooperative engagement in class cannot be duplicated in any other way. You are expected to attend all classes for the full time period called for in the schedule. Attendance will be documented at each class period and includes coming late to class or leaving early. Two late arrivals to class and/or early exits total one absence. Class attendance will be reflected in your participation grade. For every absence, beginning with the second absence, five points will be deducted from your participation grade earned for each absence. Missing three or more classes will result in a failing grade.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty is required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Integrity and Student Conduct:

Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (<http://saweb.memphis.edu/judicialaffairs>). Please take a look, in particular, at the sections about "Academic Dishonesty," "Student Code of Conduct and Responsibilities," and "Disruptive Behaviors." We expect students to be aware of these guidelines and to conduct themselves accordingly.

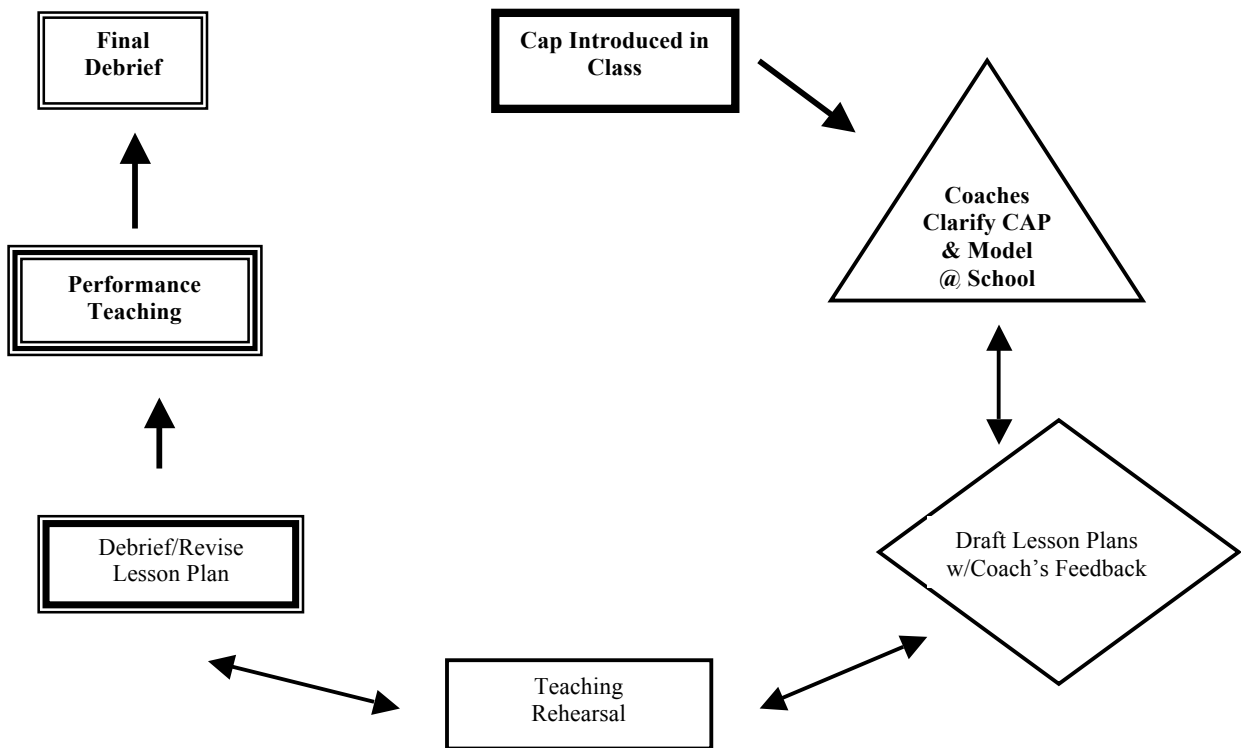
Implementing Classroom Action Plans: How the Literacy Coaches Will Assist You At Your School

Literacy Coaches (LC) are provided at your school primarily to assist MCLA teachers in implementing Classroom Action Plans (CAPs), find materials and ideas for their classes, and to help you solve any instructional issues you feel will help your students learn. They are also in charge of the new Curriculum Resource Center (CRC) at your school that houses supplemental teaching/learning materials for your teachers in the MCLA. LCs are never put in the position of serving as a teacher appraiser for MCS or the principal-- they are there to be helpful colleague.

In terms of designing and implementing CAPs and teachers' classrooms, the LCs will use a routine following these steps:

1. The MCLA instructor will introduce the Classroom Action Plan (CAP) to your teachers in class.
2. Your Literacy Coach(es) will meet with MCLA teachers at your school to clarify the CAP further, answer questions, model the strategy as needed, and schedule times and dates to meet with your teachers for future CAP activities.
3. After teachers draft their lesson plans for carrying out the CAP, the LC will meet with them to review the lesson plans and provide feedback. They will also confirm a time to watch the MCLA teacher teach one class session from the plan (called "Teaching Rehearsal").
4. The LC will next observe the "Teaching Rehearsal" and provide feedback (Debrief) later that day or the next day. This Debrief is intended to be a formative assessment and the teacher will not be graded.
5. After the teachers Debrief with the LC following Teaching Rehearsals, they will revise their lesson plans as needed.
6. "Performance Teaching" is the final step in implementing your CAP and will determine the teacher's grade for the CAP. The LC will observe one class session and then Debrief with the teacher again to discuss their execution of the plan and provide helpful feedback.

On the following page is a model that shows the **CAP Coaching Cycle**:



Summary of Striving Reader Year 2 Coaching Activities for the Memphis City Schools
by Kelly Feighan, RBS

In summer 2007, RBS and the team of Striving Readers literacy coaches jointly developed a daily activity sheet (CDAL) for the coaches to use in recording their work tasks during the school day. The sheet includes twelve main categories of tasks that the coaches typically perform, such as conduct observations or meet with teachers. During the 2007-08 school year, coaches recorded their completed tasks using the sheet, and RBS input and coded the information in an SPSS dataset (see the last page for the CDAL instrument and related RBS' italicized codes). In the majority of cases, RBS used the category that the coach selected when entering their CDAL data; however, occasionally, RBS recoded an item to ensure consistency across all six coaches. For example, one coach occasionally listed a coaching network meeting under the category "trained or met with teachers," however, RBS coded this task for all six coaches as a task related to professional development.

RBS entered information from a total of 847 daily activity sheets provided by coaches during Year 2 of the Striving Readers Grant. Coaches were asked to record as many CDALs as possible for the 180-day school year and for ten days prior to the start of school when their work tasks were intense and concentrated. For example, during this two-week window of time, coaches opened curriculum resource centers, attended professional development and/or work meetings, and assisted with *READ 180* student placement and teacher enrollment in the Memphis Content Literacy Academy (MCLA). Therefore, for the purposes of this analysis, RBS examined CDALs for a 190-day year.

Table 1 summarizes the number of CDALs that coaches submitted for Year 2 of the Striving Readers Grant. Results show that the number of records submitted by different coaches represented between 52.1 and 86.3 percent of days in the school/work year. These percentages serve as a proxy measure for "response rate" and allow us to weigh how representative the logs were in capturing the full array of coaching tasks. RBS did not include sick and vacation time in this analysis.

Table 1
Number of Coach Daily Activity Sheets (N=847)
Per Coach for the 2007-08 School Year*

	Number	Percentage of 190-day School/work Year
Coach 1	164	86.3
Coach 2	162	85.2
Coach 3	136	71.6
Coach 4	139	73.2
Coach 5	147	77.3
Coach 6	99	52.1

Source: Coaches' Daily Activity Sheets, 2007-08 SY

*There are 180 instructional days in the school year plus an additional ten days of work related to coaching tasks prior to the start of school.

While coaches submitted 847 separate CDALs, each sheet, or log, contained multiple items since coaches performed numerous tasks on any given day. **RBS entered a total of 5,791 individual records** from the 847 daily activity logs. The remaining tables present information about the number of individual records listed in the coaches' logs.

The month with the most entries was February, followed by January, and October. Table 2 summarizes the number of log items entered per month.

Table 2
Total Number of Records per Month, Year 2

	Number	Percent
August 2007	117	2.0
September 2007	627	10.8
October 2007	695	12.0
November 2007	595	10.3
December 2007	577	10.0
January 2008	770	13.3
February 2008	804	13.9
March 2008	654	11.3
April 2008	649	11.2
May 2008	303	5.2
Total	5,791	100

Table 3 summarizes the types of activities that coaches logged during Year 2 using the 12 categories. Administrative tasks (N = 1,569) accounted for 27.1 percent of all coaches' 5,791 total tasks logged, followed by activities related to training or meeting with teachers (22%), and participation in coach professional development (11.7%). It is important to note that for every interaction between coach and teacher of "substance," there are corresponding administrative tasks. For example, the coach may send E-mail to a teacher regarding scheduling an observation or follow-up a debriefing session with copying and distributing handouts to the teacher. In short, many administrative tasks should be viewed as related to rather than separate from coaches' work with teachers (although some administrative tasks may also be considered "administrivia," such as decorating for a school function).

As Table 4 shows, many coaching administrative tasks involved managing the Curricular resource center, composing E-mails to teachers and work colleagues, and scheduling meetings. While most coaches wrote details about rescheduling meetings or the time spent photocopying materials, occasionally one or two coaches simply highlighted a category on the CDAL that captures this general work, entitled, "Scheduled meetings, provided teacher materials, corresponded, and photocopied." As a result of this approach, there is some overlap between tasks in the table with regard to these tasks.

Table 3
Type of Coaching Activity, Year 2

	Frequency	Percent
Coach administrative task	1,569	27.1
Trained or met with teachers	1,272	22.0
Coach professional development	675	11.7
Helped teacher prepare for class	511	8.8
Observed teacher	472	8.2
Non-MCLA school tasks	290	5.0
SR Evaluation tasks	277	4.8
Evening course & U of M related	236	4.1
MCLA-related school tasks	219	3.8
Assisted teacher in other ways during class	183	3.2
Modeled lesson	68	1.2
Videotaped teachers	19	0.3
Total	5,791	100.0

Table 4
Types of Year 2 Coaching Administrative Tasks (N=1,569)

	Number	Percent
Maintained/managed the Curriculum Resource Center, assisted teachers with check out	295	18.8
Answer/send work e-mails to teachers, colleagues, and others	288	18.4
Unspecified: Scheduled meetings, provided teacher with materials, corresponded, photocopied	204	13.0
Photocopy/printed materials (e.g., CAPs, handouts for teachers, evidence guides, weekly schedules)	104	6.6
Review daily log entries and record weekly schedule	101	6.4
Specified: Scheduled/rescheduled meetings (ie CAP sessions)	95	6.1
Corresponded/talked or conferred with coaches, colleagues, teachers about administrative matters	94	6.0
Completed paperwork (e.g. work orders, mileage forms, organize folders, Board survey)	82	5.2
Completed CDALs	74	4.7
Provided teachers with materials/supplies	58	3.7
Other (secured testing room, set up ITBS display area, copier issues, placed reminders in mailboxes)	51	3.3
Traveled to Other Work-related Sites (and dropped off or retrieved materials)	37	2.4
Reviewed MCLA participant files	28	1.8
Ordered supplies, organized materials, labeled materials and teacher files, took inventory	17	1.1
Conducted walkthroughs/took photos of school for newsletter/newsletter tasks	12	0.7
Cleaned desk off, closed out office, created bulletin boards	9	0.5
Gathered supplies/looked for supplies	7	0.4
Tasks related to enrolling teachers in Scholastic Course, MCLA	5	0.3
Wrote memoranda, teacher letters, reminders	4	0.2
Helped install software on computer, add/update student names in <i>READ 180</i>	4	0.2

Any of the 5,791 tasks above could have involved working with *READ 180* teachers, students, or the *READ 180* program. Results show 10.4 percent of coaches' tasks were in some way related to the *READ 180* targeted intervention.

Finally, Table 5 presents the coaching tasks related to *READ 180* that appeared the CDALs. As the table shows, 20 percent of the tasks (N=120) were either post-conferences, debriefings, or lesson planning conferences with *READ 180* teachers, 13.8 percent (N=83) of the tasks were additional meetings with those teachers or their administrators, and 13.7 percent (N=82) were direct observations or classroom visits of *READ 180* teachers.

Coaches' Year 2 <i>READ 180</i> Tasks (N=600)		
	Number	Percent
Post-conference/debriefing/lesson planning conferences with teachers	120	20.0
Other meetings with teachers, principals, administrators/provided training to teachers individually	83	13.8
Observed/monitored teachers/visited class	82	13.7
Corresponded/spoke to teachers and colleagues	36	6.0
Provided materials/picked up or delivered supplies/gather materials	36	6.0
Network meeting and trainings, implementation meetings/Scholastic Red work	35	5.8
Assisted teachers in other capacities (team taught, provided support, class mgmt, assisted students	35	5.8
E-mail about <i>READ 180</i> matters	29	4.8
Scheduled meetings	24	4.0
Travel related to <i>Read 180</i> matters	18	2.8
Added students to <i>READ 180</i> /assisted with randomization and placement	17	2.8
Troubleshoot/connected computers/reinstalled software/technology issues/inventory	17	2.8
Administrative tasks/photocopied/printed materials	15	2.5
Demonstrated/Modeled CAP Lessons	9	1.5
Attended <i>READ 180</i> Network Meeting and facilitated meeting	9	1.5
Walk through related to Read 180 teachers	6	1.0
Video taped teachers	4	0.7
Researched activities, searched Internet for lessons on Fluency, pulled Think-Pair-Share informati	3	0.5
Administered <i>READ 180</i> surveys, ensured class completed survey	2	0.3
Completed <i>READ 180</i> Observation Checklist	2	0.3
Constructed agenda, sign in sheets, evaluation sheet for READ 180 Network Meeting	2	0.3
Reviewed Scholastic Action Plans for teachers	2	0.3
Brief interview question for READ 180 teacher to confirm SPI taught during observation	1	0.2
Conducted teacher interview for Read 180 observation	1	0.2
Created a lesson on Oral Retelling for <i>READ 180</i> teacher	1	0.2
Creating Word sort activities to use for class	1	0.2
Critiqued/examined teacher's lesson plan review comments from principal	1	0.2
Designed a <i>READ 180</i> lesson plan using the MCS Lesson Plan design	1	0.2
Disaggregated TCAP data on students who were enrolled in READ 180 for 2006-2007 school yea	1	0.2
Gave a tour of <i>READ 180</i> classrooms	1	0.2
Helped teacher prepare lesson for video tomorrow	1	0.2
Wrote lesson plan for demonstration lesson on Monday	1	0.2
Participated with teacher/class in making flip book with menu items in categories	1	0.2
Prepared and delivered document explaining explicit instruction for teacher	1	0.2
Prepared December Scholastic software reports for principals and <i>READ 180</i> teachers	1	0.2
Read The Vocabulary-Enriched Classroom-Scholastic	1	0.2

Coaching Daily Activity List

Coach: _____

Date: _____

School Site: _____

During Class Time:

- Observed teachers (provided onsite assistance through observation coaching) [RBS Code = 1]
- Demonstrated/Modeled CAP Lessons with MCLA participants and students [RBS Code = 2]
- Videotaped teachers [RBS Code = 3]
- Assisted teachers in other capacities (team taught, provided instructional or admin support) [RBS Code = 4]
- Other: _____

Helped Teachers Prepare for Class (Instructionally): [RBS Code = 5]

- Make/wrote teacher-requested lessons, or created lesson plans
- Gathered materials for teachers' lessons
- Make/wrote CAP lessons
- Other

Trained or Met with Teachers [RBS Code = 6]

- Conferred with teachers (e.g., reviewed CAPs, held planning mtgs, trained in use of CRC)
- Gave feedback/support for teachers completing CAP
- Provided individual professional development as needed to MCLA participants
- Other

Attended Coaching Professional Development [RBS Code = 7]

- Participated in MCLA team planning/professional development events (off site), mentor mtgs, other
- MCLA events, curriculum and instruction coach meetings
- Read research and standards for Reading Specialists and Coaching
- Other

Performed coaching Administrative Tasks (related to MCLA) [RBS Code = 8]

- Maintained/managed the Curriculum Resource Center (CRC)
- Ordered supplies
- Scheduled meetings, provided teacher with materials/supplies, emailed/corresponded, photocopied
- Other: Reviewed observation scripts/notes and prepared commendations/recommendations for MCLA participant conferences
- Other:

Performed Non-MCLA School-related Administrative Tasks [RBS Code = 9]

- Assisted with TCAP activities or other (non-ITBS) testing, served as a substitute
- Teacher, attended faculty meetings, attended rallies, homecomings, assemblies, math and science nights, worked in bookstore, etc.

Performed MCLA-related School Tasks [RBS Code = 11 (code 10 is reserved for grant tasks)]

- Met with Instructional Facilitator/PDSCC
- Visited with principal or other administrator to inform them of teacher needs
- Other

Striving Readers Evaluation Tasks [RBS Code = 10]

- Prepared ITBS, assisted with Reading 180 randomization, participated in surveys/interviews, helped with teacher MCLA recruitment, assisted with the accuracy of data, met with RBS/Edvantia, etc.
- Other: _____

Conducted MCLA evening course tasks [RBS Code = 12; also used for University of Memphis related tasks]

- Worked with lead MCLA instructors to deliver weekly course content

[RBS Code “Does not fit any category” = 99]